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ABSTRACT

This Exemplary Activities Handbook for grade 3 is one of nine booklets that organize career education activities around subject matter areas. (There is one booklet each for grades K-6, one for grades 7-9, and one for grades 10-12.) The booklet is organized around these subject matter areas: Fine Arts, Guidance, Health and Physical Education, Language Arts, Mathematics, Science, and Social Studies. Each subject matter area is divided into four sections in which activities are arranged according to the four Missouri Career Education Delivery System learning areas: Self Knowledge; Life Roles, Settings, and Events; Life Planning; and Academic and Vocational Skills. Activities, correlated to four goals within each learning area, are briefly described, and necessary information, lists, forms, etc., are provided. Four appendixes provide complete lists of teaching points for the goals in each learning area. (YLB)

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MISSOURI CAREER EDUCATION
EXEMPLARY CLASSROOM ACTIVITIES
FOR
THIRD GRADE

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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INTRODUCTION

WHAT IS THIS?

From 1973 to the present, local school districts have been developing career education curriculum guides as a result of the Mini-Grant Award Program. It is from these locally developed career education curriculum guides that these activities have been taken. Almost all of these guides were organized around grade levels; very few were organized around subject matter areas. As more school districts became involved in career education and as the pre-service activities for teachers and counselors increased, there emerged a growing need to identify exemplary career education activities and to organize them around subject matter areas. This document seeks to meet that need. Such organization of career education activities allows for direct use in the classroom through infusion techniques. It will also assist instructors at the college level in adapting career education concepts to pre-service methods. *The above material is taken from the Missouri Career Education Curriculum Guide Project abstract.*

HOW DO I USE IT?

There is one booklet for each grade K-6. There is also a booklet for grades 7-9 and another for grades 10-12. Each booklet is organized around subject matter areas.

Each subject matter area is divided into four sections. The activities have been arranged according to the four Mo. C.E.D.S. (*Missouri Career Education Delivery System)* learning Areas:

SELF KNOWLEDGE
LIFE ROLES, SETTINGS AND EVENTS
LIFE PLANNING
ACADEMIC AND VOCATIONAL SKILLS

WHAT IS IN EACH LEARNING AREA?

SELF KNOWLEDGE
(LEARNING AREA ONE)

Goal 1.1	The students will be able to develop friendships.
Goal 1.2	The students will relate the effects of their personal characteristics on their interpersonal relationships.
Goal 1.3	The students will be able to communicate openly with others
Goal 1.4	The students will know the necessity of being able to function in a variety of situations.

For a complete list of SELF KNOWLEDGE teaching points, see Appendix A.

LIFE ROLES, SETTINGS AND EVENTS
(LEARNING AREA TWO)

Goal 2.1	The students will relate occupations to the needs and functions of society.
Goal 2.2	The students will know the interrelationship of their roles as workers, family members and citizens
Goal 2.3	The students will be able to identify the function of leisure time in their lives.
Goal 2.4	The students will know the characteristics of various occupations.

For a complete list of LIFE ROLES, SETTINGS AND EVENTS teaching points, see Appendix B.

LIFE PLANNING
(LEARNING AREA THREE)

Goal 3.1	The students will be able to make effective decisions.
Goal 3.2	The students will relate present planning to future outcomes.
Goal 3.3	The students will recognize the need for flexibility in planning.
Goal 3.4	The students will assume the responsibility for their own planning.

For a complete list of LIFE PLANNING teaching points, see Appendix C.

ACADEMIC AND VOCATIONAL SKILLS
(LEARNING AREA FOUR)

Goal 4.1	The students will be able to function to their capacities in school subjects.
Goal 4.2	The students will be able to apply basic academic skills to daily living tasks.
Goal 4.3	The students will know the prerequisites of a variety of occupations.
Goal 4.4	The students will demonstrate an ability in pre-employment skills.

For a complete list of ACADEMIC AND VOCATIONAL SKILLS teaching points, see Appendix D.

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FINE ARTS ACTIVITIES

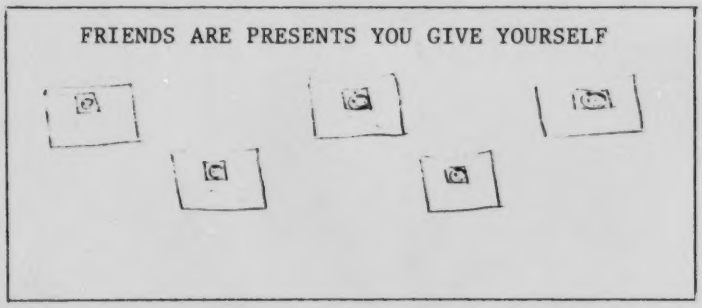
Notes

I. Self Knowledge

Self Knowledge

1. Have the students draw pictures of their friends and do creative writing about them stating why they have chosen them as friends. Display these on a bulletin board in December:

Goal 1.1



2. Obtain a copy of the Peanuts book, A Friend is Someone Who . . . . Read it aloud to the students. Ask them to think about what they think friends are. Ask them to make illustrations for a class booklet of the same name.

Goal 1.1

3. Have students put on a little variety show for each other to correlate with their map and globe unit. Ask students to come dressed in something from another country and to sing or say something in that language. Then have students find out about their ethnic backgrounds. Ask them to bring a slip of paper listing the various countries of their ancestors. Post these on a bulletin board.

Goal 1.2

4. Let the students put together their own scrapbooks showing things about themselves and their environments. Pages can be titled:

--My Parents
--My Home
--Myself
--My Brothers
--My Sisters
--My Pets
--Foods I Like
--What I Like to Do
--What I Don't Like to Do

They can write a few sentences to describe each picture.

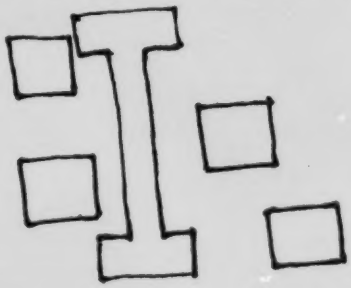
Goal 1.2

Notes

Self Knowledge

Goal 1.2

5. Set up a learning center entitled <u>All About Me</u>. In their spare time they can make a paper plate face of themselves using yarn and so on. These can be displayed on a bulletin board. Students can also make a <u>Me Book</u>. They can also make a poster captioned <u>I Can Do It Myself</u>. For this each student cuts out a large "I" and attaches pictures and drawings of the things he or she can do by himself or herself.



Goal 1.2

6. For April, have each student make and decorate a large paper egg shape. Attach to each students' egg, his or her school picture. Put his or her name under it. Arrange these on a bulletin board thus:

Goal 1.3

7. Have students dramatize:
   --eating a caramel
   --eating an apple
   --eating a juicy orange
   --eating an ice cube
   --being an ice cube melting
   --being a popcorn machine
   --sweeping a street
   --being a puppet
   --being the biggest thing ever
   --being the smallest thing ever
   --playing with an invisible ball
   --playing with a little child
   --playing with a grown-up
   --playing with a balloon
   --playing with a hot potato

8. Continued --playing with a water balloon --walking on marshmallows --walking on nails --walking on ice cubes --walking on a sticky floor --walking on sugar --walking on light bulbs --walking on eggs	Notes Self Knowledge Goal 1.3
9. Have a "wishing well" and paper coins with the words, "I wish I could _____." printed on them. Have the students write in their wishes and put them in the "well." Read them aloud.	Goal 1.3
10. Have students paint pictures using colors that make them feel like being active. Have them repeat, using colors that make them feel like being quiet.	Goal 1.3
11. Have students pantomime things that parents do to show that they care about their children. Students can then guess the action, as in Charades. Then, have students pantomime things they can do to show that they care for their friends.	Goal 1.3
12. Have students help you list things that small people need help doing: opening doors, reaching dishes in cupboards and so on. Then have them dramatize things that tall people can do for small people. Those watching can guess what the action is.	Goal 1.4

Notes

Life Roles, Settings and Events

Goal 2.1

II. Life Roles, Settings and Events

13. Have students do some weaving on looms if possible; with paper, if not. Have them look at some woven cloth with a magnifying glass.

    Have them bring in many scraps of cloth. Have them ask their parents what kind of cloth it is. Have them paste the swatch on a piece of mural paper you have prepared thus:

FABRIC		
Plants	Animals	Man-Made

    Define "pattern" and "repetition" for the students. Have them create a design for fabric.

Goal 2.2

14. Ask students to try to find out the answer to the question, "Whatever happened to silk?"

    Have a few students look up the entry "silk" in the encyclopedia and present the information to the rest of the class. Then refer to the mural of fabric swatches the students prepared in Activity 14 (above). Tell them that silk fabric:
    --looks like the man-mades.
    --has to be dry-cleaned.
    --is very expensive.
    --comes from silk worms which grow in a warm climate.
    Ask students what may have replaced silk fabric for many people. Ask what happened to the silk workers? Have students prepare group roll movies depicting silk from the worm to the fabric.

Goal 2.3

15. Invite a travel agent to come to class to bring travel posters advertising various places. Ask students to think of a place they have been that they especially like. Ask them to prepare travel posters advertising these places. While they are painting, the travel agent can tell about his or her work and the importance of leisure to all of us.

Goal 2.4

16. Using geometric shapes which they cut from construction paper, have the students make a mural showing various modes of transportation. They can paint in other details.

    Then invite to the class a professional trucker who can explain some of the Citizens' Band radio jargon. Have each student make up a handle for himself or herself. List these in alphabetical order and post this near the mural.

III. Life Planning

17. When we have an understanding of our values, we are able to make satisfying decisions more easily. In the classroom there are many opportunities to help students become aware of what they think is important. We can do this in our art projects. Explain to students:

> "People wear T-shirts for different reasons. Some wear them to identify themselves with a group or idea or to state a belief. They are worn some times just to get a laugh. Think of a T-shirt you'd like to wear and draw a picture of it. You may design both a front and a back."

Give them 12 X 18 drawing paper. Have them cut out T-shirt shapes and copy their sketches onto them.

Then arrange students in one large or several groups so they all get a chance to explain the reasons behind their drawings and to show their T-shirts.

18. On Monday, tell students they are going to give themselves a gift each day for the next five days. Talk about how receiving and giving gifts makes us feel. Share with the group a gift you would give if you could give yourself anything at all. Ask others to do the same. When all who care to have shared something they would give themselves, give each student a booklet with five blank sheets of paper in it. Ask each person to think of a really special gift to himself or herself and draw it on the first page. The next day have them do the same thing and so on, for five days. After all pictures have been completed, ask students to look through their books to see what they can discover about themselves. Have them then complete the sentence "I discovered _____ about me."

19. Give to each student an art material of the same kind: a straw, button or piece of yarn. Ask them to make a picture incorporating that element. When they are finished, help them see all the different uses of the element.

20. Tell students they will have two (imaginary) days to do anything they wish to do. Then have them draw or illustrate what they will choose to do in the morning, afternoon and evening of each day. When they have completed their imaginary days, have them look over their choices to see which things they could actually do if they rearranged their time in some way. The goal is to help them become aware of the control they can have over their choices and to be able to set and attain more goals.

Notes

Life Planning

Goal 3.1

Goal 3.1

Goal 3.1

Goal 3.2

Notes

Life Planning

Goal 3.4

Goal 3.4

21. Have students look at portraits of all the United States Presidents. Compare visible clothing on each president. Ask them to draw and paint full-length portraits of George Washington and Jimmy Carter and their wives. Call their attention to the fact that it is not only fashions which are different. Ask them to help you list some other things which have changed.

22. Tell the students that they will have an hour of Decision Time before they are dismissed on Friday. Ask them to sit in groups of five or six to brainstorm a list of possible activities. Explain some brainstorming guidelines:
    1. Try for many ideas.
    2. Do not judge the ideas.
    3. Let the ideas be wild.
    4. Use the ideas of others.

    Select a volunteer for each group to be recorder. Tell them they will have five minutes.

    Then have each recorder read the list generated by that group. Say that now you will try to narrow down the choices. Explain that the activity must be interesting, safe , non-disruptive, and possible.

    Then go through each group's list. Look at each suggestion. Ask the class to help decide if it is safe, interesting, non-disruptive and possible. (Having the whole class take a nap would be safe, non-disruptive and possible, but not very interesting!) Any suggestion which meets all four criteria should be written on the board.

    > Now you can choose one for Friday's Decision Time. If you want to continue ask the students, "What now? We've still got a dozen or more activities up here?"

    If you get ideas from them, they will find it more interesting than if their ideas are not expressed.

IV. Academic and Vocational Skills

23. Present a diagram of the parts of the ear. Tell the students that we can help our ears hear better if we practice listening. Have them imitate pitches on the piano. They can also point up or down to indicate which direction a note is going after playing the previous one.

    Then have them imitate clapping rhythms. Do these things often!

24. Tell students they will use catalog pictures to make a collage of things they have always wanted. The total has to be under $50.00. Then arrange the students in small groups so they can explain their choices to one another. They should take turns for about a minute at a time. The listeners should focus on the speaker.

25. Invite a police officer or a school patrol person to give a presentation on bicycle safety. Then have students plan and paint bicycle safety posters in pairs.

26. Ask students to help you brainstorm a list of things we do alone: sleep, use the bathroom and read silently. Then have them help you list things we do with another person or other people. Focus on the list of things we do with others. Assign students each an activity to briefly sketch. Then post a chart paper. On this they will paste their activities under the appropriate heading.

WORK	PLAY

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.2

Goal 4.4

Goal 4.4

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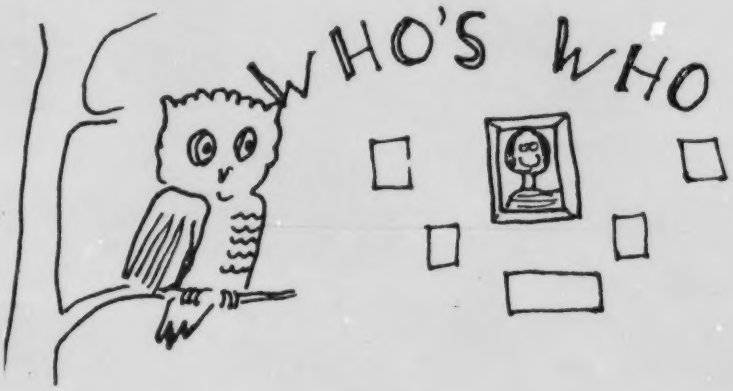
GUIDANCE ACTIVITIES

I. Self Knowledge

1. Begin this activity by having students suggest synonyms for words such as truth, respect, honor and courage.

   Then arrange them in groups of three to take turns speaking for 1 to 2 minutes about.
   --promises
   --what a promise is
   --why a promise should be kept
   --how promises help us get along with others

2. Prepare a bulletin board captioned Who's Who:



   The bulletin board can be an on-going project, spotlighting an individual student each week. The student brings what he or she chooses from home to display. If a bulletin board above a bookshelf is used such things as books and collections can also be brought. For the week, the Who Who's student gets to be first in line, run errands and so on. To be sure each student has something to display, have him or her write a short autobiography, make a self portrait and draw a favorite or preferred pet. (These can be stored until ready for use.) The "tree" may be decorated differently for each season.

   Explain that friendly people try to learn things about others.

Notes

Self Knowledge

Goal 1.1

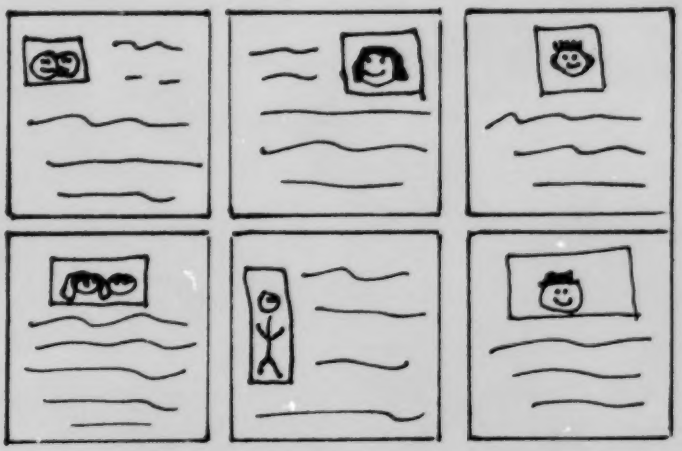
Notes

Self Knowledge

Goal 1.1

3. Have students draw pictures of their friends and do creative writing about their friends, telling why they have chosen these people as friends. Display these on a bulletin board:

WHY MY FRIEND IS MY FRIEND



Let the students discuss the value and importance of having friends. Most important of all, talk about what we can do if we want friends.

Goal 1.1

4. This activity also helps point out the importance of learning about others in order to make friends. It is self-explanatory. When completed, have the students put the finished papers into their Personal Portfolios. Their papers can accumulate in these folders all year.

Move around the room. Talk to as many people as possible. In each box write (1) the name of the person you talked to and (2) one interesting thing about him or her.

1. 2	1 2	1 2	1. 2
1. 2	1 2.	1 2.	1 2.

Then have each student tell aloud the most interesting thing learned and why; and the person about whom it was learned.

5. Then tell students that there is value in knowing ourselves well. Ask them to answer the following questions on a sheet you have duplicated.
   a. My favorite hobby is _____
   b. A "neat" person is one who _____
   c. I like people who _____
   d. I dislike people who _____
   e. In my spare time I like to _____
   f. It makes me happy when _____
   g. I am a good leader when we play _____
   h. What I like best to do is _____
   i. What I like least to do is _____
   j. I am disappointed when _____

   Arrange the students in small circles to share with each other those items which they choose to share. Put these completed papers into students' Personal Portfolios. Later in the year, have them look at all the accumulated papers to see if they have changed in their responses.

Notes

Self Knowledge

Goal 1.2

6. Have students respond on this sheet. Read it aloud so all students can participate.

Goal 1.2

Activity Inventory

I like to:

	Usually	Some-times	Hardly Ever
a. be outdoors			
b. be indoors			
c. draw pictures			
d. talk to people			
e. work alone			
f. work with people			
g. work with my hands			
h. try new things			
i. help others			
j. make people happy			
k. collect things			
l. read things			
m. work with numbers			
n. work with machines			

Notes

Self Knowledge

Goal 1.2

7. Here is another self assessment:

ABOUT ME		
a. I like to be on time.	Yes	No
b. I like people.	Yes	No
c. I like to play ball.	Yes	No
d. I like to watch baseball.	Yes	No
e. I am honest.	Yes	No
f. I want to be a leader.	Yes	No
g. I believe in playing fair.	Yes	No
h. I like school.	Yes	No
i. I like to work alone.	Yes	No
j. People like me.	Yes	No
k. Sometimes I'm moody.	Yes	No
l. I finish my work on time usually.	Yes	No
m. I have a hobby.	Yes	No
n. Sometimes I get mad.	Yes	No
o. I help with jobs at home.	Yes	No
p. I like doing odd jobs.	Yes	No
q. I like to cooperate with others.	Yes	No

Goal 1.2

8. Have a Special Student each week. Make a scroll with the student's name on top. Have each other student in the room write a positive comment about the student whose name is on the scroll. At the end of the day, the Special Student may take the scroll home.

Goal 1.2

9. Have the students help you list classroom rules for protecting the property of the school, classmates and the teacher.

   Then have students make sketches of things that can be found in the school. Each student will paste his or her sketch under the appropriate heading on a piece of chart paper you have captioned:

PROTECTING PROPERTY		
School	Classroom	Teacher

10. Have the students fold a large drawing paper into fourths to make "windows" (for seeing themselves more clearly). They should number each window:

Goal 1.2

1.	2.
3.	4.

Have them draw in:

Box 1: something in which you feel most successful.
Box 2: something that is hard for you to do that you would like to improve.
Box 3: something you do which makes others happy.
Box 4: something you would like to do better than anything else.

11. After students complete the following sentences, arrange them in small groups to take turns sharing. Put completed papers into their Personal Portfolios.

Goal 1.2

Name _____

I am best when _____

Someday I _____

Many times I think I am _____

If I could be someone else, I _____

When I am by myself, _____

I am happiest when _____

Making friends is hard if _____

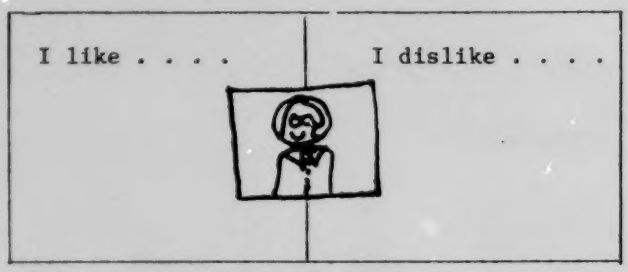
When I look in the mirror, I _____

I get mad when _____

I often wish

12. Let each student make a collage of packaging from favorite foods. Post these on a wall space captioned My Favorite Foods.

Goal 1.2

Notes	
Self Knowledge Goal 1.2	13. Have the students write stories describing themselves, emphasizing physical appearances, interests, and positive qualities. Do not have them name themselves in the story. Have them write their names at the bottom of the page and fold the paper in fourths. Put all the stories in a box and let one person choose a paper from the box and read it to the class. The others in the class try to guess who the reader's mystery friend is. The one who guesses the person being described chooses another story from the box.
Goal 1.2	14. Each student needs a piece of drawing paper 18 X 24 inches and a copy of his or her school picture or self-portrait. Direct them to prepare their posters thus:  They should use drawings or magazine pictures for examples on each side.
Goal 1.3	15. Place on the chalkboard a tracing of a hand and an oath or the Pledge of Allegiance. Ask: --What is a promise? --What does a promise mean to you? --What should you do if you cannot keep a promise?
Goal 1.3	16. Ask the class how many of them dream. Ask them to think of a particular dream that was scary or lifelike. Let them share their dreams. Discuss how the dreams made them feel. Identify the emotions and feelings given. Discuss what kinds of feelings a person has. Talk about how the human body reacts to these emotions. Discuss what happens to the body when we're afraid, excited and so on. Talk about how we deal or can deal with our feelings. Form small groups. Give each person a list of feelings to express without words. The rest of the group should try to guess the emotion being expressed. Examples: fear, hate, confusion, anxiety, nervousness, embarrassment, love, happiness, disgust, sorrow, hope, depression, disappointment, stubbornness and unhappiness.

17. Divide the class into small groups. Give each group a pencil and a piece of adding machine tape. Have each group list situations in which a child might get teased. They will decide which situation to dramatize by cutting their group's paper into small strips with one situation on each strip. They will draw one from a "hat." Allow a few minutes for them to organize and practice. Then have them present their dramatizations to one another. At the end of each presentation, ask the question,"What would you do in this situation?"

Notes

Self Knowledge

Goal 1.4

18. Ask:
--Did you ever make a mistake?
--Why should we admit mistakes?
--Can we correct mistakes?
--If a mistake caused a classmate to get into difficulty, what should you do?
--What happens if you won't admit that you made a mistake?
Arrange students in small groups to share a mistake they made.

Goal 1.4

19. Have students design and make three signs:
--No Trespassing
--Private Property
--Keep Out

Have each student hold up a sign and tell about a situation in which he or she could or would use the sign.

Goal 1.4

Notes

Self Knowledge

Goal 1.4

20. Distribute copies of:

PLACE THE NUMBER OF THE WORD THAT BEST DESCRIBES THE WAY YOU WOULD ACT BEFORE EACH SENTENCE

1. Talk	6. Be quiet
2. Listen	7. Be a partner
3. Help	8. Be alone
4. Just be there	9. Lead
5. Be active	10. Follow

_____a. A classmate is giving a report.
_____b. You are asked a question.
_____c. A record is being played.
_____d. Teacher is giving directions.
_____e. You will do an oral book report.
_____f. You are the oldest one there.
_____g. You are class president.
_____h. You are a team member.
_____i. A classmate is directing a project.
_____j. The scouts are going camping.
_____k. The sixth grade is putting on a play.
_____l. You are on a train ride.
_____m. The baby has thrown toys on the floor.
_____n. The book shelves are messy.
_____o. The dishes should be washed.
_____p. Mother is talking with a visitor.
_____q. It is recess time.
_____r. Your friends have come to play.
_____s. You are in gym class.
_____t. Teacher is out of the room.
_____u. You are taking a test.
_____v. There is one book for two people.
_____w. A boy needs help with his spelling.
_____x. Each one must draw a picture.

Arrange students in pairs to compare their possible reactions in these 24 situations.

II. Life Roles, Settings and Events

21. Here is a self-assessment sheet to help students think about tasks that interest them.
    a. Name the jobs you do at home.
    b. Name jobs you do outside your home that are like the ones you do at home.
    c. What is it that you like about these jobs?
    d. What don't you like about these jobs?
    e. What other jobs at home would you rather do?

22. Review with students the meanings of the word "responsibilities." Have students make a chart of responsibilities of the various members of their families:

Father	Mother	Me	Someone Else

23. Have students fold a piece of handwriting paper in half. On one half the student is to draw pictures of work tasks he or she does at home; on the other half, work tasks he or she does at school.

    Then arrange students in small groups. Have each read aloud his or her list of work tasks done at home.

24. Have the students prepare lists of things they enjoy doing. They should then underline the tasks they do best. Have them share these with the class.

25. Caption a bulletin board My Best Work. Allow students to post samples of their work on which they tried their level best. Point out that these papers need not be without mistakes.

26. Have the students write paragraphs describing their parents' occupations. They should tell how parents' work schedules and exertion affect themselves and the rest of the family. Ask them to think about changes they would like to make if that were possible.

27. Have students draw pictures to show where they would like to live and some of the things they would like to do when they grow up. They should write a T beside activities which require lots of free time; and a $ beside those which require lots of money.

    Then tell them to write the name of occupations that would give them lots of free time beside the T's; and those that would give them lots of money beside all the dollar signs.

Notes

Life Roles, Settings and Events

Goal 2.2

Goal 2.2

Goal 2.2

Goal 2.2

Goal 2.2

Goal 2.2

Goal 2.2

Notes

Life Roles, Settings and Events

Goal 2.2

28. Have students fill out the following form after Report Cards are given out or conferences are held:

> If my grades were money, I'd be RICH SATISFIED POOR
>
> With grades like mine, I might be able to get work as a _____
> _____
>
> This job would require me to _____
> _____
> _____

Goal 2.4

29. Adapt the television show "What's My Line" to your career education program. Have a student describe how the game works. Ask each student to choose an occupation that will be known to all students and to write a brief description of the duties and work setting. The description should tell whether the occupation deals mainly with people, animals, things or ideas. The writer should make two copies if a student is going to be the master of ceremonies. Select a score-keeper. Divide the class into two panels. They take turns sending a representative to stump the opposing panel. Each panel may ask 20 questions in an attempt to guess the occupation. Questions should be asked so they can be answered yes or no. They score one point if they guess the occupation in twenty questions or less. The teacher should intervene as necessary until students have learned to ask questions that can be answered with yes or no. If the game goes well it can be played many times with different scorekeeper and master of ceremonies.

Goal 2.4

30. Have a member of the school's Safety Patrol talk to the class about the responsibilities of this job. Have this person explain how he or she learned safety rules, how it feels to be respected by other children and adults and what happens when safety rules are not obeyed.

Goal 2.4

31. Have students list some skills they have. Then divide the class into small groups. Give to each group one or two skills. Have them develop a list of occupations which would require the listed skill. For example, the skill of working with hands is required by typists, key punch operators and piano players.

III. Life Planning

32. Bring to the classroom copies of TV Guide and newspaper television schedules. Post a blank sheet of poster paper. On this they will list the shows which they feel have educational value.

    This is an excellent on-going activity for students to use in their free time.

33. Have students respond to an "If I were . . ." statement in writing or orally in a small group. Examples are:
    If I were a rose . . .
    If I were a horse . . .
    If I were a big red balloon . . .
    This offers the opportunity to find out a little more about the things they value or consider important. "Tell me a little bit about why you wouldn't have thorns if you were a rose" helps students to begin to clarify their thoughts.

34. Utilizing value voting strategy, have students share how they feel about certain topics. If they feel strongly in favor, they raise their hands high; if they feel strongly against, they turn their thumbs down; if they don't have feelings one way or another, they fold their arms in front of them; if they choose to pass, they just sit. Ask:
    "How do you feel about:
    --not getting any allowance?"
    --parents choosing what you wear?"
    --brothers?"
    --sisters?"
    --no more school?"
    During this process watch for students who consistently pass or do not take a stand. This is an indication that some special assistance is needed; perhaps a conversation or a return to strategies requiring less risk.

35. Have students draw a big outline of their houses on big pieces of paper. Inside the houses have them draw a favorite room and what they do there. Have students group by finding someone with a different favorite room. Talk together about why they chose the rooms they did.

Notes

Life Planning

Goal 3.1

Goal 3.1

Goal 3.1

Goal 3.1

Notes

Life Planning

Goal 3.1

36. Ask students to think of three things that happened that got them into trouble or that made them feel uncomfortable. Ask them to write one in each box under "what happened?" They should then finish filling in the rest of the boxes.

What happened?	Why did it happen?	How did you feel when it happened?	Do you think anyone's behavior should have been different?
1			
2			
3			

Then arrange the students in small groups to choose one incident to share with the other group members. They can get other group members' responses to the question, "Do you think anyone's behavior should have been different?"

Goal 3.1

37. Set up a variety of learning activities in a corner someplace. Call it the Decision Corner. Have students help list some guidelines for those who go to the Decision Corner. Let students use these independent learning activities in their spare time. Remember, the chance to make interesting use of spare time might motivate some students to finish assignments a little faster.

38. Ask the students to think of a two-year old child they know. Ask:
    a. Who will describe this two year old?
    b. How does this child get information?
    c. Does he or she ask questions?
    d. Does he or she taste, smell, listen, use the dictionary, write questions?

Distribute copies of HOW WE GET INFORMATION:

HOW WE GET INFORMATION

two years old	four years old	six years old	eight years old

Ask the students to focus on each category as they talk about the skills of children in each.

Distribute copies of SKILLS:

SKILLS

taste	smell	ask questions	read signs
read a paper	listen	dial the telephone	use the encyclopedia
use the telephone book	write a question	see	use the dictionary
tell time	count	read numbers	read alphabet letters
feel and touch	use alphabetical order	match colors and color names	read an outdoor thermometer

Notes

Life Planning

Goal 3.1

Notes

Life Planning

Goal 3.1

38. Continued

Show a copy of the page on the overhead projector. Point to each box as you read it aloud.

Explain how to cut the SKILLS sheet into squares and paste them under the appropriate heading on the HOW WE GET INFORMATION SHEET.

For the second period using this activity, ask students to think of using this skill to get information. Have them think of the information they can get using this skill. With this information they can make decisions. Ask the students to think about what kinds of decisions they can make. Distribute copies of SUMMARY SHEET and ask students to complete it.

SUMMARY SHEET

My name is _____

My age is _____.

Because I can _____

to get information, I can decide about _____.

To relate this activity to the world of work, invite a child-care worker to discuss the necessary skills, training and attitude for the job; characteristics of a good child-care worker; various tasks of a child-care worker; and different workers found in a child-care center.

Goal 3.1

39. When students get into fights, say something like, "I see you are both upset but you cannot settle this by hurting each other." Let them sit quietly in a private place which you have designated for talking things over. Tell them there are only three rules for this place:

a - They must remain there until they settle the conflict.

b - They can do only talking - no hitting or body contact.

c - They must report to the teacher how they settled the conflict.

40. Have the students complete this or a similar form to stimulate their thinking about goal setting and planning:

1. Please put a check under "I Am Now" and beside the characteristics that you think describe you.
2. Then put an X in the "I'd Like to Be column beside those characteristics you'd like to improve.

CHARACTERISTICS	I Am Now	I'd Like To Be
Honest		
Helpful		
Happy		
Friendly		
Considerate		
Cooperative		
Studies a lot		
Neat		
Responsible		
Cheerful		
Pleasant		
Takes turns		
Shares		
Works quietly		

Now look at the things you checked in the second column. Choose two that you'd like to work on. List two things you could start doing right now to improve in these areas.

1. _____
2. _____

Notes

Life Planning

Goal 3.2

41. Have the students each make and illustrate a New Year's resolution. Then have them think of one thing they can do each day to help them keep that resolution. They should write this one thing or first step on their papers also. Let them share the resolutions and first steps with each other. Then post them on a bulletin board. In a few weeks have a progress check. Have the students evaluate themselves and their progress by "grading" their own resolution papers:

S = Satisfactory progress
N = Needs to improve
I = Is improving
U = Unsatisfactory progress

Goal 3.2

Notes

Life Planning

Goal 3.3

Goal 3.4

42. Tell the students they have made much progress since kindergarten. Have them help you list (on a chart captioned Progress Report) those things they can do now which they could not do in kindergarten.

43. Give each student a sheet of butcher paper and have him or her draw a line down the center. On the right side of the paper they write the current year, 1978. On the left side they write the year they were born. They draw vertical lines to represent each year of life between the two dates.

1973	1974	1975	1976	1977	1978

They should try to think of one important event that happened in their lives during each of those years. They can write it in the space above the line and make a colored illustration to go with it.

IV. Academic and Vocational Skills	Notes
44. Have students play a listening game. Six students volunteer to leave the room. One student is called back into the room and told of an account of an accident. Number two student is then called in and number one tells him or her what has been told to him or her. Continue through to the sixth student. In the meantime, those students in their seats listen and jot down each person's version of the account. They then help by feeding it back when the sixth player has finished. Here is the account: "Please listen carefully as I must leave the room immediately to go to the hospital. I have just called the police from the gas station on the corner. Wait here and report the accident. As I was crossing the intersection, I saw the milk truck, which was heading west, start to make a right turn as a station wagon, heading east, started to turn left. Both brake lights flashed on at the same instant. The wagon's wheels must have locked because he went straight ahead into the side of the truck."	Academic and Vocational Skills Goal 4.1
45. Have students make a check-off chart for completing responsibilities at home, such as: --putting toys away --hanging up clothes --going to bed on time They can put a green dot by each item to indicate <u>yes</u> and a red dot to show <u>no</u>.	Goal 4.1
46. Invite parents, school workers and community helpers to describe their occupational preparation. Help the students graph the information in numbers of years.	Goal 4.3
47. Make a "promise" tree on a bulletin board. On the limbs have students put promises they have made to someone.	Goal 4.4
48. Each student may make a <u>Trait Tree</u> or the class may make a bulletin board tree. Prepare a large tree outline. The students draw leaves and list one important "work trait" on each one. They hang their leaves on the tree. The traits they feel are most important are hung near the top of the tree. The traits which they feel are least important are hung near the bottom.	Goal 4.4

Notes

Academic and Vocational Skills

Goal 4.4

49. Here is a form for students to use as a self-assessment tool:

I _____ agree to follow these rules. Each time a teacher must remind me, I will put a check in the space following the rule.

	Mon.	Tues.	Wed.	Th.	Fri.
1. Pay attention lessons					
2. Complete work on time					
3. Use study time correctly					
4. Do not talk out of turn or when you're not supposed to					

Goal 4.4

50. Discuss what it means to "learn the hard way." Have students write about such an experience. Then have them write a short paragraph telling what they would do if they experienced this same thing again.

Goal 4.4

51. Have the class compile a list of every person who helped them in any way during a given day. Stress the need to be able to give and receive help in order to work and learn.

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HEALTH AND PHYSICAL EDUCATION ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Set up an Interest Center on a table in the classroom. Have students bring for display something that represents an interest of theirs. Have them write their names beside the objects. During language arts they can write paragraphs describing the history of their interests: how they began, when they began and who introduced them to the activity. They may even bring snapshots showing themselves involved in the activities.

   Goal 1.1

2. Caption a bulletin board Getting To Know You. Have each student write a paragraph introducing himself or herself. The focus of the paragraph should be on hobbies, interests, favorite sports, clubs and organizations of the writer. Somewhere on the paper each writer can draw a symbol of a favorite holiday.

   Explain that, in order to develop friendships, we must get interested in other people. A next step might be to find people with some of our same interests.

   Goal 1.1

3. Tell the students that they are all growing and developing physically. But they are "growing" in other areas too: socially, emotionally and intellectually. Explain the meaning of these words to the students. Post a mural paper captioned thus:

   Goal 1.1

WE ARE GROWING

Physically "My Body"	Socially "My Friends"	Emotionally "My Feelings"	Intellectually "My Mind"

Give to each student four strips of paper. They are to write or draw a picture of some new thing they can do or control that shows growth in each of the four categories. They should sign their names.

They will then paste their strips of paper under each heading on the mural paper.

> The students may need to work in pairs for this activity. Use your sense of the group to determine this.

Notes

Self Knowledge

Goal 1.2

4. On small strips of paper have each student write one of his or her favorite foods. Have them sign their names and paste their strips under the appropriate headings on a chart:

Fruits & Vegetables	Meat	Milk	Cereals	Junk

Make no judgments: merely point out the fact that not everyone has the same tastes.

Goal 1.2

5. Have students use, at various times, any or all of the following titles for their creative writing:
--Who Am I?
--Who takes care of me?
--I am proud . . .
--Someday I want to be . . .
--My funniest experience . . .
--If I could change the world . . .
--My friend . . .

Then let them sit together in pairs and share their writings with each other.

Make a Personal Portfolio using a Manila folder for each student. In these folders you can accumulate all of their completed self-awareness kinds of papers.

Goal 1.2

6. Take a Polaroid picture of each student in a pose decided on by that student. (If this is not possible you can use a drawing or a school picture). Have the students write an essay, "Why Am I Special?" Attach each student's photograph to his or her essay. Collect these pages in a booklet.

Put a library card and pocket in the back of the booklet. Let the students have turns checking out the booklet overnight.

Then give each student his or her page to take home for "keeps."

Goal 1.2

7. Here is a self-awareness activity. This can also be placed in students' Personal Portfolios when it has been completed and shared in pairs.

7. Continued

A LOOK AT MYSELF

1. I believe that I would enjoy working with (people, ideas, things).
2. I feel that I would best work (alone, in small groups, in a large group).
3. I feel that I would like to work (indoors, outdoors).
4. I would like to work (in my home, in a community, in a nearby area, far from home).
5. I would like to live (in the country, in a small town, in the suburbs, in the city).
6. In my spare time I really enjoy _____ _____.
7. I'm more interested in learning about _____ _____.
8. I felt especially good about myself when I _____ _____.
9. My parents would like me to become a _____ _____.
10. I would like to become a _____.
11. The reason I would like to become _____ _____ is because:_____ _____ _____

Notes

Self Knowledge

8. Divide the students into pairs. Have them prepare role plays about two members of a family who are having trouble getting along with each other. Have the role plays show how they feel and how they work out their problem and learn to get along.

   Allow plenty of time for each pair to present its role play to the rest of the class.

Goal 1.3

9. Have the students choose someone they can trust. One child sits in a chair and puts on the blindfold. The other directs his or her hand to objects nearby for exploration or else brings objects to the person for exploration. Students change places and later share feelings with the group regarding the experience.

   Have the students choose someone else they can trust. One puts on the blindfold and the other leads him or her on a walk to explore things. The roles are then reversed and feelings are shared with the group regarding the experience.

Goal 1.3

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.1	10. Have students bring in many empty cartons showing dairy products. Have them see how large a variety they can find. Have them help you compile a list of all the workers who helped get the dairy products into the hands of the consumers. (Don't forget those connected with packaging, advertising and trucking.) Then go through the list. Have them tell you to circle any of those workers who can be found in the local community.
Goal 2.3	11. Invite a few adult hobbyists to make presentations to the class. Ask each one especially to be prepared to trace the hobby back to early interests in childhood.
Goal 2.3	12. Each week have three of the students volunteer to make presentations of their hobbies as if they were resource persons. Ask of the students such things as when and how they became interested in their particular hobbies; who helped them become interested; what other hobbies are related to this one; what adult occupations this hobby could lead to; and if there are any related periodicals. These are possible questions suggested to enhance the study of leisure time and hobbies. The student presenter should not be "put on the spot" for answers. The purpose of the questioning is to stimulate the whole class to think.
Goal 2.3	13. Have a class hobby show. Committees could be appointed to plan, supervise and advertise the show. By doing this, students can have a chance to develop some skills necessary for organizing group projects and for getting along together.
Goal 2.3	14. Take a walking field trip to a local craft or hobby shop to get a survey of the different hobby possibilities. Point out all the kits with directions that require reading skills. If possible, let them browse through the books to prove that reading ability enhances one's hobbies and increases one's number of hobby choices. Set aside some time at the end of a lousy week of rain for students to bring hobbies and to work on them. Perhaps this will motivate students to become active hobbyists. For those who have none,

14. Continued

present reading as one hobby. Let them read while the others tinker, putter, write or draw.

Notes

Life Roles, Settings and Events

Goal 2.3

15. Students this age are beginning to make the transition from manuscript to cursive. They revel also in their newly-learned ability to write the friendly letter. This is surely a good time for Pen Pals and stamp collecting for some of these young ones. For a list of pen pals send name, address, age and 25¢ to:

Goal 2.3

Pen Pals
JACK AND JILL
Box 567B
Indianapolis, Indiana 46206

Have fun!

16. Prepare a piece of mural paper with headings naming sports. Use these or others more suited to students' interests.

Goal 2.3

Tennis	Golf	Football	Hockey	Baseball

Have students bring magazine and newspaper clippings of amateur and professional athletes from the various sports. After summarizing the clippings during Show and Tell, they can paste them on the mural paper under the appropriate heading. Continue this as an on-going activity.

17. Have the students prepare an invitation to a local health care provider to come and speak to the class about his or her profession. The telephone book yellow pages may help them make a selection. Have the students ask this person to bring such "tools" as stethoscope, microscope and thermometer and show how they are used.

Goal 2.4

18. Ask one of the gifted students to find some information on Helen Keller and to present it to the class. Have the students keep their eyes closed while they go to the drinking fountain for drinks. Ask them what other senses are useful to the blind.

Goal 2.4

Arrange to take them on a field trip to the office of a local optometrist to learn about the characteristics of this occupation. Have the doctor describe paraprofessionals that might be found in an optometrist's office.

Notes

Life Roles, Settings and Events

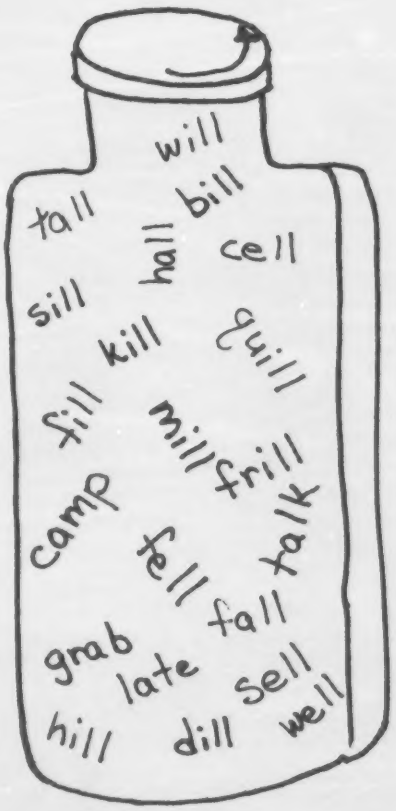
Goal 2.4

19. Take the students to a pharmacy to learn about prescription and non-prescription drugs.

Then give them this activity sheet!

A pharmacist must put pills into all sizes and shapes of bottles. You pick out the words that rhyme with pill and alphabetize them in order.

1. _____ 7. _____
2. _____ 8. _____
3. _____ 9. _____
4. _____ 10. _____
5. _____ 11. _____
6. _____ 12. _____
13. _____



20. Invite the school nurse to talk to the class about all the things done to keep school a healthy place, such as: --kitchen inspection --employing nurses --maintenance	Notes Life Roles, Settings and Events Goal 2.4
21. You say you love sports and think you'd like an occupation in the sports world, but you're no athlete? Don't let that stop you! Help students prepare little reports on other related occupations: --timekeeping --scorekeeping --photography --broadcasting --statistics and records --journalism --uniform design --poster design --advertising --training --concession management	Goal 2.4
22. Ask how diseases are spread and what can prevent it. Have a volunteer make a presentation on Joseph Lister or Louis Pasteur. Ask the students if they have every heard of Listerine or Pasteurization. Explain that **these** people were scientists. Ask how these other workers help us: --Doctor --Dentist --Surgeon --Scientist --Dietician --Pharmacist --Public Health Worker --Lab Technician --Nurse & Nurses' Aid --Ambulance Driver --Volunteer Workers --Therapist Have volunteers prepare mini-presentations on the above workers to present to the class.	Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	23. Tell students that they will be planning some imaginary restaurants. Divide the class into small groups of three or four students. Tell them to begin by choosing a name for the restaurant and then a decor or theme. They can then plan three or four appropriate meals and then think of clever ways to list them on the menu so they fit in with the decor and name of the restaurant. Be sure they remember to include something from each of the basic four food groups in each menu plan.
Goal 3.2	24. Invite the cooks to class to explain "Type A" hot lunch and balanced meals. Then have the students list what they ate for dinner the previous evening. On the chalkboard list the basic four food group headings. Then as students read their dinner foods, write their names under the food group headings to check if they had a balanced meal. Introduce and use the term "balanced" meal.
Goal 3.2	25. Give the students two pieces of construction paper. Have them take off their shoes and stand on a piece of paper. Let someone else trace around each foot with a pencil. Put the label "left" on the picture of the left foot and "right" on the picture of the right foot. They will then cut the two pictures out neatly. Then they stand the shoes together on another piece of paper. They trace around each shoe with the pencil. They will also label the shoes "left" and "right." They should try to fit the cut-out of the left foot onto the picture of the left shoe and the right foot onto the picture of the right shoe. (They can staple or paste.) If the foot is slightly smaller than the shoe, they are wearing comfortable shoes.
Goal 3.3	26. Have students each bring in a baby picture and a current picture. Post all the baby pictures on one side of a bulletin board and all the current ones on the other. Have the students try to match them.
Goal 3.4	27. Have the students eat graham crackers and feel with their tongues the material remaining on their teeth. Then have them eat celery, carrots or apples and note how teeth are cleaned by certain foods. They can look at one another's teeth after each food.

IV. Academic and Vocational Skills	Notes
28. This activity will also help students see the value of practicing a skill. The students will practice walking and running in pairs. But have them tie two of their legs together as in a three-legged race.	Academic and Vocational Skills Goal 4.1
29. The students will write letters to the Missouri Highway Department for state maps. Then have them circle locations of state parks and recreation areas on the maps.	Goal 4.2
30. Invite to the class a group of local people connected with goods and services in the field of recreation, hospitality and sports. Have these people describe especially the educational prerequisites of their occupations. Then have students list these occupations in order from fewest years of pre-job training and education to the most.	Goal 4.3
31. Have the students bring empty food containers from home. Ask them to plan a meal. They will "purchase" all necessary items from the play store.	Goal 4.4
32. Ask students what our personal appearance says about us. Ask why employers concern themselves with the personal appearance of their employees. Have students write on strips of paper various defects in personal appearance; for example, dirty fingernails, missing buttons, broken shoelaces and so on. They will put these strips all into a hat. Then they will take turns drawing the strips from the hat and reading the defects aloud. When the defect is read, the reader calls on another student to suggest what the defect might say about someone.	Goal 4.4
33. Have students help you list junk food snacks advertised in television commercials. Then ask them if they have ever seen a commercial for apples, cucumber chunks, pickles, peanuts or celery. Tell them that these are excellent snack foods. Have students suggest reasons why (no refined sugar, some food value and not as fattening as junk food). Arrange the students in pairs. Assign to each pair a nutritious snack. Have the students prepare a TV-type commercial for that food, trying to convince others to eat it. Spend several class periods letting students put on their commercials for one another.	Goal 4.4

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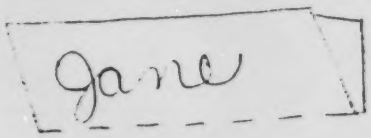
LANGUAGE ARTS ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. Have the students suggest words that express strong feelings: --Phooey! --Shucks! --Help! --Oh, dear! --Rats! Then arrange the students in small groups to brainstorm two lists of words; one, words that can hurt; the other, words that can help. Then have them read their lists aloud. Ask them to figure out which words they would like to hear. Ask also which words they would like to use.	Goal 1.1
2. Have students write and illustrate a paragraph describing efforts to reach out to another person and that person's responses. They should title it "How I Made a New Friend." They can include such skills as: --talking first --good grooming --being interested in the other person	Goal 1.1
3. Give students practice in writing directions. Have them write the steps for using a pay telephone or the steps for making a long-distance call.	Goal 1.1
4. Help the students apply skills of alphabetizing to classmates' names and telephone numbers. Write these in random order on the board. Have them convert the list to alphabetical order. Run this off on a "ditto" so they can all have copies.	Goal 1.1
5. Using toy telephones, have students draw from a "hat" conversations to dramatize: --Bill is calling Sam to see how he is feeling after an accident. --Sue is calling the store for her mother to order bread, eggs and milk. --Mary is calling Linda to make plans to go shopping.	Goal 1.1
6. Use the following kind of activity for practice after you have introduced envelope writing. This activity will require a list of students' names and addresses. "Address two envelopes. Use two of your classmates' addresses. Put your address where it belongs, too. Draw some stamps."	Goal 1.1

Notes Self Knowledge Goal 1.1	7. Cover a bulletin board with pictures of faces in a collage effect. Caption it Face It! After introducing the bulletin board, have each student select a picture, writing an imaginary biographical sketch of that person. They should try to imagine what the person pictured is thinking in the photograph. Before writing, encourage students to look for clues in the photograph: worry lines, hair style, clothing style, facial expression and make-up. Let students read their stories aloud. Then tell them that people are interesting if we will only look at them and think about them.
Goal 1.1	8. Establish a Kindness Box. Have the students write down the occasions on which they see another doing something kind. They put the slips of paper into the box. Each day after noon recess, read the slips aloud. Have the students clap for the "doers" of the kindness. This same idea can be used so students can praise each other via a Compliment Can.
Goal 1.2	9. Have each student write five words that describe himself or herself. These should be positive words. You may want to do this when you introduce adjectives.
Goal 1.2	10. Have each student write his or her name on the top half (only) of a piece of folded paper. Have them use their best cursive.  Have them trace over the letters in heavy black crayon. Have them fold the paper in the opposite direction so the name is on the inside. Then have them rub the folded paper with the edge of a pencil so they get a mirror image effect of their names. They can then make this into a crayon design. Then have them write a paragraph on their names: --how they got them --how they feel about them --what they mean --if and what name they would change to Have a discussion on how important our names are to us as: --an identity card --our own self --a shaper of the way we see ourselves --an indicator of our ancestors

11. Give each student a copy of the following statements:

    1. Having friends _____
    2. When I am with other people I _____
    3. I get along best with other people when _____ _____
    4. It's hard for me to get along with other people when _____
    5. I like people who _____
    6. I don't like people who _____
    7. When I am alone I _____
    8. A friend is someone who _____

    Have the students complete the sentences. Use these completed sentences as the springboard for class discussions.

Notes

Self Knowledge

Goal 1.2

12. To culminate a unit on dictionary skills, the students might make a class dictionary using their names as entry words and their unique individual attributes as definitions.

    Example:

    WILSON (wil' son), Mary, N. (1) a girl with blue eyes and blonde hair. (2) Likes to ride horses. (3) Fights often with her younger sisters. (4) Favorite subjects are math and art.

    After each student has finished his or her entry, the teacher should type all the entries on a duplicating master and run off a copy of the class dictionary for each students.

    As a related art activity, have each student make a cover for his or her dictionary copy, drawing a picture of something representative of the school. Or, use the front cover as an autograph page where each of the "entries" signs his or her name in colored pen or pencil.

Goal 1.2

13. Have the students spend a few weeks working on their own autobiographies. Give them a list of things which might be included as chapters:
    --What I want to be when I grow up
    --How I get along with my brothers and sisters
    --How I looked as a baby
    --A "cute" story that Mom or Dad tell about me
    --What I like or dislike at school
    --My favorite foods, toys, colors, television shows and so on
    --The happiest day in my life
    --The saddest day in my life
    --The time I was most "dressed up "
    --The most embarrassing thing that ever happened to me

Goal 1.2

Notes

Self Knowledge

Goal 1.2

Goal 1.2

14. Have students put together individual picture books called Myself and My Environment. Examples of pages are:
--My Home
--My Parents
--Myself
--My Brothers and Sisters
--My Pets
--Foods I Like
--What I Like to Do
--What I Don't Like to Do

15. Have the students fill out this kind of self-assessment form several times during the year. At the end of the year they can compare all of their completed copies.

I LOOK AT MYSELF

	Seldom	Usually	Always
1. I am friendly.			
2. I am happy.			
3. I am kind.			
4. I am brave.			
5. I am honest.			
6. I am likeable.			
7. I am trusted.			
8. I am good.			
9. I am proud.			
10. I am lazy.			
11. I am loyal.			
12. I am cooperative.			
13. I am cheerful.			
14. I am thoughtful.			
15. I am popular.			
16. I am courteous.			
17. I am jealous.			
18. I am obedient.			
19. I am polite.			
20. I am bashful.			
21. I am clean.			
22. I am helpful.			

		Notes
16.	Have each student make a Happiness is . . . scrapbook/journal to be continued in spare time over several months. It can include writings, magazine pictures and original drawings. Allow a few moments each day for students to date a page and put on it something that makes them happy. Have them also include a few words about what they do when they are happy.	Self Knowledge Goal 1.3
17.	Have the students play a pantomime game. On slips of paper write the following: --I am hungry. --I think it's funny. --I am tired. --I love you. --I am lost. --I am angry. They can take turns drawing from a hat and pantomiming.	Goal 1.3
18.	Have the students sit in a circle to play the Gossip Game. One student says something to the one next to him or her. That student repeats it to the next one and so on until it gets to the last student who tells the message aloud. See if it comes out as the first student told it!	Goal 1.3
19.	Explain the importance of listening carefully when people express their feelings. Use for small-group discussions on feelings any or all of the following topics so students can practice both listening and speaking: --If you became President of the U.S., what two things would you take with you to the White House? --If you had to move and could only take three things with you, what would you take? --What would you like to invent to make life better? --If you could change your age, what age would you rather be? --What TV or movie star would you like to invite to your birthday party? --What food has an icky taste? --If you could become invisible, where would you like to go? --If you were a doctor, what ailment would you like to cure? --Tell what makes a happy family. --What bugs you about parents? --What the world needs now is . . .? --What is the worst thing parents can do to children?	Goal 1.3

Notes	
Self Knowledge Goal 1.3	19. Continued --What is one of your hobbies? --What do you like to do when you are alone or when no one can see or hear you? --What would you do if you had a magic wand? --What is something you can do pretty well? --What really turns you on? --Tell about something beautiful. --What really turns you off? --What is your best friend like? --What makes you laugh? --Share a time when you felt lonely. --Talk about your temper and what you do when you lose it. --What do you like to daydream about? --Say something about love. --How would you change the school, if you were the principal? --Say something about police officers. --What color do you think of when you think of happiness? --How do you look when you get angry? --Say something about war. --What is one of your bad habits? --Tell about the neatest birthday presents you ever received. --Linus (of Peanuts) has a blanket. What do you like to hold on to for security? --What is something you get tired of hearing? --What do you hate about school? --What kind of people are the luckiest people in the world? --What kind of store would you like to own and operate? --What do poor people need most? --Finish the sentence: "The best thing about today is . . ." --What do you think about when you can't fall asleep?
Goal 1.4	20. Discuss the reasons and procedures for fire drills at school(to be prepared). Explain that reporting a fire is a valuable service for someone to do. We must remember certain information in order to report a fire: --the correct telephone number --where the fire is Remembering these two things will help us be prepared in an emergency. Have students role play helpful and unhelpful ways to report a fire.

II. Life Roles, Settings and Events

21. Lead the class in a discussion of local businesses; that is, have them help you list many of them on a piece of chart paper. Then explain the words "goods" and "services."

Services = duties which are done as a job

Goods = things, objects or merchandise

Cut the list of local businesses apart and give one to each student. Have them decide under which heading they will paste it:

LOCAL BUSINESSES

Goods	Services

You and the rest of the class may need to help decide what is the primary orientation of some of the less obvious businesses.

22. Begin again with the students' list of local business places. Duplicate copies of headings from the telephone book **yellow pages** with space between each heading. Let them individually write the businesses under the appropriate headings. The students may use the yellow pages to check their decisions.

23. Have students each choose a business they would like to own. Have them write stories about their businesses, imagining they are the owners. The stories **must** include the following ideas:
--What will you sell?
--What are the prices?
--Who will you employ?
--How will you treat your customers?
--How will you advertise your business?

24. Invite a newspaper carrier from an older class to come and speak about his or her work. Point out the fact that there are many people who work at part-time jobs. Ask why. Also ask them to help you list some of these other part-time jobs. If possible, invite some of these part-time workers to speak about their work, wages, hours, life style and motivations; and to tell why they work only part-time.

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.1

Goal 2.1

Goal 2.1

Notes

Life Roles, Settings and Events

Goal 2.3

Goal 2.4

25. Invite to the class any adults who use any language arts skills in their hobbies such as reading patterns and directions, reading hobby magazines, writing letters, reading books and so on. When these people present their hobbies have them also focus on ways that language skills enhance the enjoyment of their hobbies.

26. Present a list of workers who can be found in the newspaper business:
--reporter - gathers and writes news
--editor - prepares the newspaper for publication
--linotype operator - sets the type
--stereotype - makes an impression of a page of type and gets it ready for the printing press
--the press operator - prints the paper

Then have the class prepare a newspaper. You can have about twenty pairs of reporters to do the various sections:
--Sports
--News
--Comics
--Want ads
--Entertainment
--Cooking
--Book reviews
Then the other students can help with the editing. Let the linotype operator design the title logo. Have several stereotypes copy the articles onto spirit duplicator masters. The press operator next can help you turn the crank on the "ditto" machine and do the stapling. Don't forget a paper carrier to take a copy to each classroom and to the rest of the staff. Be sure each of your students gets one. Allow at least a week for this to be completed.

Present the outlook for newspaper jobs:
--Printing in the U.S. will increase.
--Year-round job
--Advancement
--Indoor work
--Different jobs can be learned through apprenticeship.
--Machines are dangerous.
--Certain amount of pressure
--Some of the work is noisy, greasy and dirty.

Invite a newspaper office worker to talk about his or her life style and occupational preparation.

Have each of the students write a want ad for the job he or she performed on the class newspaper.

27. Have students interview their parents to learn:
--the names of their parents' occupations
--if their parents spend a majority of their time working with things, ideas or people

Have students write their parents' occupations on a separate piece of paper and code them:
T = things
I = ideas
P = people
Then have them paste these on a chart prepared thus:

OUR PARENTS WORK MAINLY WITH:		
Things	Ideas	People

Notes

Life Roles, Settings and Events

Goal 2.4

28. Send a duplicated letter to parents asking them to list all the community service and volunteer activities they perform, such as Sunday school teacher, 4-H leader, hospital and nursing home volunteer and club leader.

When the students return with their lists, have the lists read aloud while you tally the volunteer jobs on a chart captioned Our Parents Do Volunteer Work, Too.

Goal 2.4

29. Have students draw a leaf for each adult member of their families. Then have them draw a tree. They will write one family member's occupation on each leaf and cut and paste it on the tree. They can caption the whole picture, My Family Job Tree. (Let them include relatives in their families.)

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

30. Part of the responsibility of a food service worker is making food appealing.

Invite a school food service worker to explain how this is done visually (food coloring, garnishes and clean serving area).

Ask the cook to bring copies of six menus to be served in the future. Have him or her read them aloud. Then introduce the concept of simile, in which two essentially unlike things are compared. Whole kernel corn is compared with gold nuggets. Potato chips are compared with crispy islands. Fried bacon is compared with a frozen river.

Instead of saying whole kernel corn looks like gold nuggets, we say in a simile, it is gold nuggets. Instead of saying potato chips look like crispy islands, we say in a simile, they are crispy islands. Instead of saying fried bacon looks like a frozen river, we say it is a frozen river. So on a menu we might find:

Gold Nuggets
Crispy Islands
Frozen Rivers

instead of:

Whole Kernel Corn
Potato Chips
Fried Bacon

Divide the class into six groups. To each give a menu that the cook brought to class. Instruct each group to rewrite its menu using similes.

Then take these rewritten menus down to the cook. She'll probably be delighted to use the students' versions (with perhaps a few modifications). Usually the weekly school menu appears in the local newspaper and is posted around the school building.

Goal 2.4

31. Use the encyclopedia to find out about famous men and women. What was the occupation of each of the following?

--Martin Luther King
--Amelia Earhart
--Charles Lindbergh
--Albert Einstein
--Neil Armstrong
--Mary McLeod Bethune
--Cesar Chavez
--Henry B. Gonzales
--Hideyo Noquchi
--Wilbur and Orville Wright
--Enrico Fermi

III. Life Planning

32. Tell the Aesop's fable about the little boy who cried wolf. Ask why he cried wolf. (He was lonesome and bored.) Ask what other action the little boy might have taken. Ask what were the consequences of his crying wolf too many times. (No one came when the boy needed help and called wolf.)

33. Tell the class a story such as this: Sally and her mother had planned a birthday party for Sally's birthday. They bought prizes and balloons. Sally was very excited. On the morning of the party, Sally woke up ill with a fever. Mother said Sally must stay in bed. The party would have to be another day. What should Sally do? If the students do not offer suggestions, supply possible choices.
(A) Tell Mother she hates her. (B) Lie in bed and cry. (C) Rest quietly. (D) Try to think of things to do to pass the time.

Explain that these "possible choices" that Sally has are called alternatives. Show them a chart you have prepared thus:

ALTERNATIVES FOR SALLY			
A	B	C	D

Write one of the students' suggested alternatives (or those given above) in each column.

ALTERNATIVES FOR SALLY			
A	B	C	D
Tell Mom she hates her.	Lie in bed and cry.	Rest quietly.	Try to think of things to pass the time.

Explain that a consequence is a result of something. Have students help you list a few possible consequences under each of the alternatives.

POSSIBLE CONSEQUENCES			
A	B	C	D
1. Mom will get mad.			
2. Mom will know Sally is upset.			

Notes

Life Planning

Goal 3.1

Goal 3.1

Notes

Life Planning

Goal 3.1

34. Give students much practice brainstorming. This is an excellent way to generate alternatives. Present Brainstorming Guidelines:
    1. Try for many ideas.
    2. Use the ideas of others.
    3. Let the ideas be wild.
    4. Do not judge the ideas of others.

    Divide the class into small groups. Appoint a volunteer in each group to be the recorder. Tell students how much time they will have to brainstorm - usually about five minutes. Here are some topics:
    --Ways to make our school more beautiful
    --Ways to make the playground more fun
    --Ways to make new friends
    --Ways to use a plastic glass
    --Ways to use a bath tub
    --Ways to make Halloween more scary

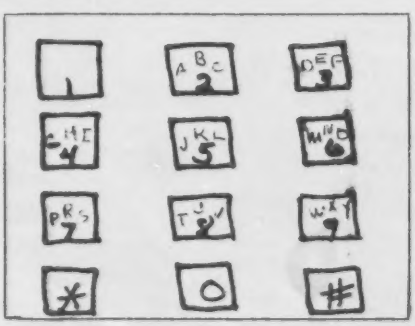
    Choose one topic for the whole class. Be sure each group has its list read aloud when the time is up.

Goal 3.2

35. Explain that most people cannot buy major purchases without planning for them. Ask students to name some major purchases. Tell them that most people either charge them and make monthly payments or save up money ahead of time, planning the purchase. Have students draw pictures of major purchases for which their families saved money.

Goal 3.3

36. Show students a transparency of a pushbutton telephone panel:



Ask why there are alphabet letters on the panel. Explain that the telephone number 823-4486 used to be (in the olden days) listed in the telephone book as TAylor 3-4486. Explain that things changed and letters aren't used any more. Ask them to convert the following to phone numbers as we know them today:
--PEnnsylvania 6-5000 = _____
--MEdford 9-6591 = _____
--FEderal 5-4382 = _____

36. Continued

Explain that all the connecting and disconnecting of telephone calls used to be done by hand. The people who did this are called telephone operators. Many of these workers are working with computers and machinery now for the telephone company.

37. Give each student a piece of shelf paper about four feet long. Have the students draw a horizontal line down the center of the paper. They should then divide it vertically into a column for each year. They will write the year under the horizontal line beginning with the year of birth.

I was born								I joined Scouts
1970	'71	'72	'73	'7/	'75	'76	'77	1978

They may need help from their parents on the left end of the time line.

Then have them continue adding years until they reach age 18. Then talk with them about some of the important things that typically happen between now and age 18. You may want to give help on this to give them some perspective on reality. You may want to let them bring the time lines home. Have them enter the possible future events where they think appropriate.

Now when finished, they can write autobiographies. They will use the events that have happened to the current year as the bases for chapter titles. Be sure to allow plenty of time for students to write their autobiographies.

Notes

Life Planning

Goal 3.3

Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	38. Give to each student twenty-six half sheets of of paper between cover paper. Staple the booklet at the top. Have them write one alphabet letter on each page and title the cover My Dictionary of Occupations. Begin by having them think of an occupation that begins with A. They should find or draw a picture of the occupation. Then have them write a few words describing the occupation. They continue from A to Z. They may want to work in pairs. Alphabetical order is a much-used skill at this level in school. This is one way to reinforce it.
Goal 4.1	39. Give to each student a sheet of a newspaper. Have them work in pairs to find articles where the following are used: --Miss --Mr. --Mrs. --Ms. --Prof. --Rev. --Dr. They should circle these titles when they find them in the newspaper. Then have them make up sentences using the title and the name of an occupation: Dr. Adams is a dentist.
Goal 4.2	40. Have students practice writing name, address, telephone number and birthdate. Ask what is the purpose for knowing this information. Perhaps you can find a courthouse worker to bring samples of the various documents which require this information.
Goal 4.3	41. Have the students clip from a newspaper those want ads which describe the level of education needed by various jobs. Help them paste these in order from most to least on a piece of large paper.
Goal 4.4	42. Present the word qualities as it pertains to characteristics of people. Invite to the class an employer who can explain the qualities he or she is looking for in job

42.	Continued applicants. (We need to actively assist students in developing these.) --Self-discipline --Responsibility --Positive attitudes --Punctuality --Mathematics (percents, fractions & measurements) --Communication (oral and written) --Meeting deadlines --Pride in Work --Loyalty to group --Three R's (reading, writing and arithmetic) --Friendliness --Self-reliance Have the students arrange this list of qualities in alphabetical order. Give them a twelve-page blank booklet with covers attached. Each day you will focus on one quality for the day, defining it and pointing it out when you see it in the students. Write the word on the board in the morning. Tell students to listen for that word during the day. Then, at the end of the day, each student will write the word, use it in a sentence and make a sketch of it on the appropriate page in his or her booklet.	Notes Academic and Vocational Skills Goal 4.4
43.	Post a blank piece of chart paper captioned Courtesy Words. Tell them that in spare time they should write down a courtesy word they have heard in the world of work and the worker who was heard speaking it. At the end of a month, have students draw some conclusions about the information on the chart. (Nearly every worker says "please" and "thank you" and so on.)	Goal 4.4
44.	Have the students prepare posters showing the seasonal care that should be given to boots and shoes.	Goal 4.4
45.	Have each student choose one of the following topics and write a paragraph about it in his or her home: --Manners at the table --Helping Mom or Dad --Schedules using the car, telephone or sink --Ways to approach another person when wanting something Have the students gather in small groups of eight to read their paragraphs aloud to one another.	Goal 4.4

Introduction
Fine Arts Activities
Guidance Activities
Health and Physical Education Activities
Language Arts Activities
Mathematics Activities
Science Activities
Social Studies Activities
Appendices

MATHEMATICS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Explain that very often our friends move away and we have to make new ones, even through we miss the old ones. Until we make new friends we can "keep in touch" with the old ones.

   Goal 1.1

   With the students do some word problems:

   a. Bob moved to another town and Jeff wants to call him long distance. The rate is 90¢ for the first three minutes and 25¢ for each additional minute. Jeff's mother said he may call Bob and talk for five minutes. How much will this cost?

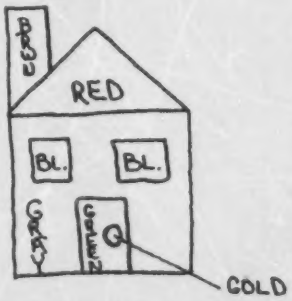
   b. Jan wants to mail Valentines to three friends she left behind when she moved. She will put a 15¢ stamp on each one. How much will it cost her to send all three?

   Have students help make up additional problems for the class to solve.

2. Arrange the students in pairs. Give to each pair an envelope containing the following geometric shapes in the suggested colors:

   Goal 1.3

   triangle - red
   2 small squares - black
   small rectangle - green
   medium rectangle - brown
   large square - gray
   circle - gold



   One member of the pair is seated: the other member stands behind. The standing student has a copy of what the finished object will be. He or she has to direct, verbally, the seated student to put the puzzle together. The standing student may not touch the puzzle. The seated student may not look at the "answer picture."

3. Very often students worry that they will miss such things as a bus or television show. Begin by clipping a television schedule from the newspaper. Make a thermofax master and enough copies for each student. Prepare also an overhead transparency on the Thermofax machine.

   Goal 1.4

   Have them use their schedules to answer such questions as:

Notes

Self Knowledge

Goal 1.4

3. Continued

--What time is Maude on?
--When does the Hardy Boys begin and end?
--What are you usually doing during the Today Show?

Then do the same kind of thing with bus, train and airplane schedules. Familiarity should help reduce anxiety.

II. Life Roles, Settings and Events

Notes

Life Roles, Settings and Events

4. Nearly all communities have banks or have access to them. Invite as a resource person a worker from a bank to explain how people use:
   --checking accounts
   --savings accounts
   --loans
   --insurance
   --safe deposit boxes
   --other bank services

   Ask this person to show what a savings account balance of $500.00 will be worth in ten years. Have students subtract to find what the interest will be.

5. Invite a banker to explain why banks can pay interest on money in savings accounts. Perhaps this person will describe how money is loaned and where the loan money comes from.

   Goal 2.2

   Ask him or her to show a savings account passbook and how it is filled in and added. (Have this person bring a savings account passbook ahead of time so you can make a Thermofax transparency of a page for him or her to use.)

6. Distribute to each student copies of a circle divided into twenty-fourths. Explain that this circle represents one day. Each section represents one hour.

   Goal 2.2

   Ask the students to guess or figure how many hours they spend per day on each of the following:
   a. on sleep _____
   b. on school _____
   c. on homework _____
   d. with friends, playing _____
   e. alone _____
   f. on chores around the house _____
   g. with family, including mealtime _____
   h. miscellaneous _____

   The total on all the items should add up to about 24.

   Then have the students use crayons to color their circle graphs as follows:
   a. blue - sleep
   b. red - school
   c. yellow - homework
   d. green - friends
   e. purple - alone
   f. orange - chores
   g. brown - family
   h. gray - miscellaneous

Notes

Life Roles, Settings and Events

Goal 2.3

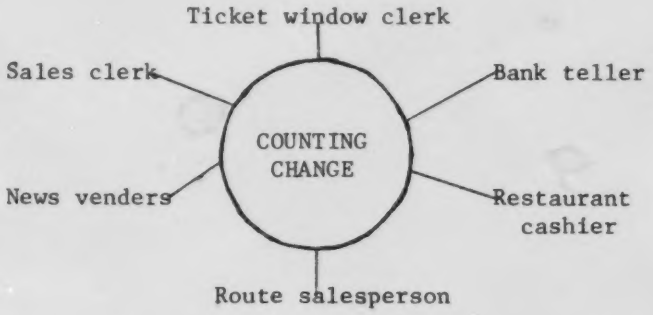
Goal 2.3

7. Have students select a hobby or sport. They will make a collage using pictures from catalogs of things they need to participate. They will write the price beside each item on the collage. Then have them total all the items. Have students gather in small groups. They will rank order their collages to show the cost of materials from smallest amount to largest amount.

8. Help students learn to use bar graphs by showing how much television they watch. Each day you can use copies of the following sheet and help them figure how to mark it to show their television viewing from the day before. Explain that one hour of viewing time equals four boxes on the graph moving vertically.

Over 3¼ hours					
3¼ hours					
3 hours					
2 3/4 hours					
2½ hours					
2¼ hours					
2 hours					
1 3/4 hours					
1½ hours					
1¼ hours					
1 hour					
3/4 hour					
½ hour					
¼ hour					
	Mon	Tues	Wed	Thurs	Fri

9. Each math unit you teach readily lends itself to occupational awareness. For example, if you were teaching a math unit on counting change, you might "cluster" several occupations around that skill to point out the relevance of that skill.



Present examples of occupations with each new math skill written at the center. For more examples of occupations, students can find out if their parents use the math skill being taught.

Notes

Life Roles, Settings and Events

10. Use the occupations below and match them with the problems.

Goal 2.4

Homemaker	Pharmacist
Carpenter	Police Officer

1. A 4-foot window must be centered on a 10-foot wall. How many feet will be on either side of the window?

   _____ _____feet

2. Which would be the better buy for a family of five - a 6 pound roast for $10.00 or 5 pork chops for $8.00? Why?

   _____ The _____

   because _____.

3. Mr. Jones was going 62 MPH in a 55 MPH zone. He will have to pay $4.00 for each mile he is going over the limit. How much will his ticket be? _____ $_____

Notes

Life Roles, Settings and Events

Goal 2.4

10. Continued

4. Sally needs to take her medicine every 3 hours. If she takes the first dose at 11:00, when does she need to take it again?

_____ _____

5. Mr. Adams tries to keep at least 1500 of each kind of pill he needs on hand. During inventory he found he had 1250 penicillin pills, 1400 blood pressure pills and 2000 cold pills. What does he need to order?

_____ _____

Goal 2.4

11. You are an astronaut. You are planning a short trip to the moon that will last a week. You will be making the trip with two other astronauts. Before you can make your trip you need to know the following:

1. How many meals should you bring? You will be on board for one week · eating 3 meals a day. How many meals will <u>you</u> eat during that week?

2. You and the other two astronauts are going to take turns sleeping. You will each sleep for 8 hours and stay up for 16 hours. In a 24-hour day, how would you schedule the astronauts so that one is always awake?

3. When you go exploring on the surface of the moon, you will need to take some oxygen. You and one of the other astronauts plan to go exploring on the moon for a period of 18 hours. One tank of oxygen will last 3 hours. How many tanks of oxygen will you need? How many total hours of oxygen will you be taking?

4. You are capable of carrying 24 lbs. of moon rocks. Moon rocks, however, weigh only 1/3 of the weight on the moon they would on the earth. Therefore, if you were able to gather 24 lbs. of moon rocks, how much would they weigh on the earth?

12. Find the sums to decode the message. Each sum has a letter. Put the letter beneath each sum.

A	B	C	D	E	F	G	H	I	J	K
57	63	62	45	34	81	47	90	82	41	94
L	M	N	O	P	Q	R	S	T	U	V
67	74	36	96	42	85	75	86	52	92	77

25 +57		45 +45	15 +19	49 +18	29 +13		24 +28	27 +29		37 +57	17 +17	27 +7	18 +24

27 +15	59 +29	28 +39	48 +48	36 +16	27 +59		19 +38	18 +18	19 +26

38 +48	46 +44	48 +34	6 +36		49 +13	28 +29	23 +19	8 +44	18 +39	53 +29	19 +17	28 +58

47 +49	7 +29		39 +23	28 +68	27 +65	39 +36	39 +47	25 +9

	27 +55		39 +18	19 +55		48 +9

17 +19	48 +9	28 +49	56 +26	29 +18	38 +19	18 +34	29 +67	18 +57

The message is I help to keep pilots and ship captains on course. I am a navigator.

Notes

Life Roles, Settings and Events

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

13. Introduce a vocabulary related to the field of banking:
--president
--teller
--lock boxes
--bookkeepers
--checks
--checking account
--savings account
--vault

Take the students to a local bank to help develop the vocabulary words above.

Set up a cashier's window for a classroom bank. The students can practice making change, identifying money and keeping track of a checkbook balance. Do this in conjunction with a play store so students can grasp the whole process. Do this in connection with teaching the math skill of making change.

III. Life Planning	Notes
14. Construct a thermometer teaching aid with lots of zip. Use a piece of oak tag with a wide red zipper in the center. Put the numbers and lines in place. The students can listen at home for the high temperature outside for that day. They can move the zipper up or down to show this. This bit of information should help students decide whether or not to wear coats at noon recess. Stress the value of gathering information before making decisions.	Life Planning Goal 3.1
15. Have students bring mail order clothing catalogs that contain clothing for children: Sears, Montgomery Ward or J. C. Penney. Have students begin by listing all their clothing needs for a year. Remind them to remember any special clothing required for sports. Have them select items and cut and paste the pictures on a sheet of poster paper. They should write the prices beside the pictures. When they have finished ask them to add up all the prices for a total.	Goal 3.1
16. Invite to the class a hobbyist who collects stamps. Have this person tell how he or she began collecting and what other interests might develop from stamp collecting (maps and letter writing). Ask this person to explain the difference between the cost of a stamp and the value of a stamp; and why stamps increase in value. Have him or her let the students do some subtracting to find how much some of the stamps have increased in value.	Goal 3.2
17. Most people enjoy talking long distance to friends and relatives. Some people do it regularly as a leisure time means of keeping in touch. Bring in some old telephone bills without totals so students can practice computing them.	Goal 3.2
18. Divide graph paper in half vertically so students can practice making outdoor thermometers and recording temperatures. They can show one reading on a Celsius thermometer and the other on a Fahrenheit thermometer by using the vertically folded graph paper. In this way they will understand that it is the numbering system which is different and not the temperature itself.	Goal 3.2

Notes	
Life Planning	
Goal 3.2	18. Continued Explain that an outdoor thermometer can give us information about the heat or cold. This will help us make decisions about what to wear and do.
Goal 3.3	19. Have students figure how much money they spend in one week on the following fixed expenses: a. school lunches b. transportation c. contributions d. savings e. club dues f. miscellaneous Then have them figure how much they would spend on the above items in one month. Then have them figure their flexible expenses for one week: a. movies b. hobbies c. snacks d. books and magazines e. gifts f. grooming aids g. clothing h. sports Then have them figure how much they would spend on both sets of these items in one month.
Goal 3.3	20. Have the students sit in small groups. Have a leader make a pattern on a piece of paper and have the others copy it and try to guess what the next element will be based on the repetition. + 0 + 0 + 0 + Ask students to name patterns in time such as: --days of the week --months of the year --Christmas between Thanksgiving and New Years Explain that patterns help us figure out what we can expect.

IV. Academic and Vocational Skills

21. Give students the opportunity to sharpen listening skills. Present the following geometric shapes:

--circle	--oval
--square	--semicircle
--triangle	--arc
--rectangle	--crescent
--trapezoid	--parallelogram

The students will work in pairs. By using the names of geometric figures, a pupil describes an object for a second student to draw on paper. For instance, a tree might be described as a vertical rectangle above which is drawn a circle.

22. Bob received his allowance yesterday. He gets 50¢ a week for cleaning his room, taking out trash, helping with the dishes and running errands.

1. How much money would Bob have if he saved for a month? for two months?

2. Bob saved a dollar to buy a model that costs 84¢. His tax is 4¢. How much change should he get?

3. Bob would like to buy a Frisbee that costs $1.19 and a horn for his ten-speed that costs $2.45. He should allow 10¢ for tax. How much money should he save up?

4. Bob made $2.00 for shoveling Mrs. Jones' driveway. He also made $1.50 for helping her clean up her basement. He put that money with the $4.20 that was already in his bank. How much money does he have altogether?

5. After saving a long time, Bob took $10.00 out of the bank. He went to the store and bought:

Tire for his bike	$3.29
Bag of candy	.98
Package of comic books	.69
Water gun	.84
Tax	.18

How much change will he get?

Notes

Academic and Vocational

Goal 4.1

Goal 4.1

Notes

Academic and Vocational Skills

Goal 4.1

23. Steve and Dan are forest rangers. They are planning an all-day trip through their area to check for pollution and fires. They will need to know how many supplies to take with them. Can you help them?

    1. Steve and Dan will eat breadfast, lunch and dinner out on the trail. How many total meals will they both eat?

    2. Steve and Dan are each packing a backpack. Each pack will have a rope, an ax, a hammer, a knife and a first-aid kit. How many supplies will each pack have? Both packs together will have a total of how many supplies?

    3. Steve and Dan are going to hike 5 miles. If they can walk one mile in one hour, how many hours will it take them to walk all five miles?

    4. Steve and Dan were traveling along a road in the woods. They came across a small fire. Dan spotted a bicycle and decided he would ride to the fire station which was a two-mile trip along the road. Dan would travel at a speed of 3 miles per hour. Steve decided to take a short cut by hiking through the woods which was only 1/2 mile away. He could hike at a speed of 1 mile per hour. Who would reach the fire station first -- Steve or Dan?

Goal 4.1

24. Display a menu from a local restaurant or make a sample menu on the board. Then each child answers the following questions based on the displayed menu.

MENU

Sandwiches		Soups	
Hamburger	45¢	Chili	.75¢
Cheeseburger	.65¢	Vegetable	60¢
Hot Dog	40¢	Chicken	70¢
Peanut Butter	35¢	Bean	65¢
Beverages		**Desserts**	
Milk	.15¢	Ice Cream	.25¢
Shake	55¢	Cake	20¢
Coffee	.25¢	Pie	25¢
Soda	.35¢	Cookie	2/15¢

    1. A customer has just ordered from you the following: a hamburger, chicken soup, ice cream and coffee. How much is the bill?

24. Continued

2. Your customer gives you a five dollar bill. How much change will you give him back?

3. Your customer gives you a 55¢ tip for your good service. What coins could he give you for this tip?

4. A little boy comes into the restaurant and wants six cookies. How much does this cost him?

5. You sold five hamburgers, two shakes, three pies and six hot dogs during the busy hour one day. How much money did you collect for these?

6. How much more is chicken soup than a peanut butter sandwich?

7. One customer ordered a cheeseburger, a piece of pie and a beverage. He spent $1.45 on his lunch. What beverage did he order from you?

8. If a customer has four quarters and two nickels to spend on his lunch, what could he order from you?

9. One customer did not like any soups or desserts. He spent 70¢ for his meal. What did he order?

10. You get one hour free for your lunch. What would you order and how much would it cost?

25. Mrs. Green started with $550.00 in the account. How much will she have left when all the bills are paid?

Dr. Adams - Dentist	$45.00
Gas Co. - monthly bill	32.50
Dress shop - new dress	14.95
Church - donation	10.00
Electric Co. - bill	14.40
Tony's Hardware - saw	6.98

26. The students will bring in a collection of grocery store advertisements so they can figure the difference between the regular price and the special price of certain advertised "specials."

27. Each student will be introduced to procedure of using a checkbook. Addition and subtraction skills will be utilized in a practical situation.

After introduction, each student will be given a checking account with a balance of $0.00. Money can be deposited through completion of assignments or whatever behavior is trying to be encouraged.

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.1

Goal 4.2

Goal 4.2

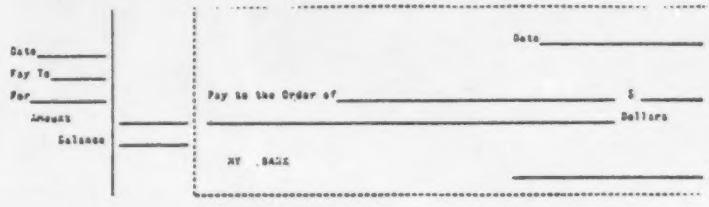
Notes

Academic and Vocational Skills

Goal 4.2

27. Continued

The student may save his or her money or spend it daily for free time privileges. The class may help decide values for completed assignments as well as free time activities. They may also help decide what should happen if a student has an overdrawn account.



Goal 4.3

28. Invite to the class as a resource person someone whose occupation deals largely with math. Ask this person to name and describe simply the math courses he or she took in junior high school, senior high school and college. Ask this person to describe his or her occupation and life style.

Goal 4.4

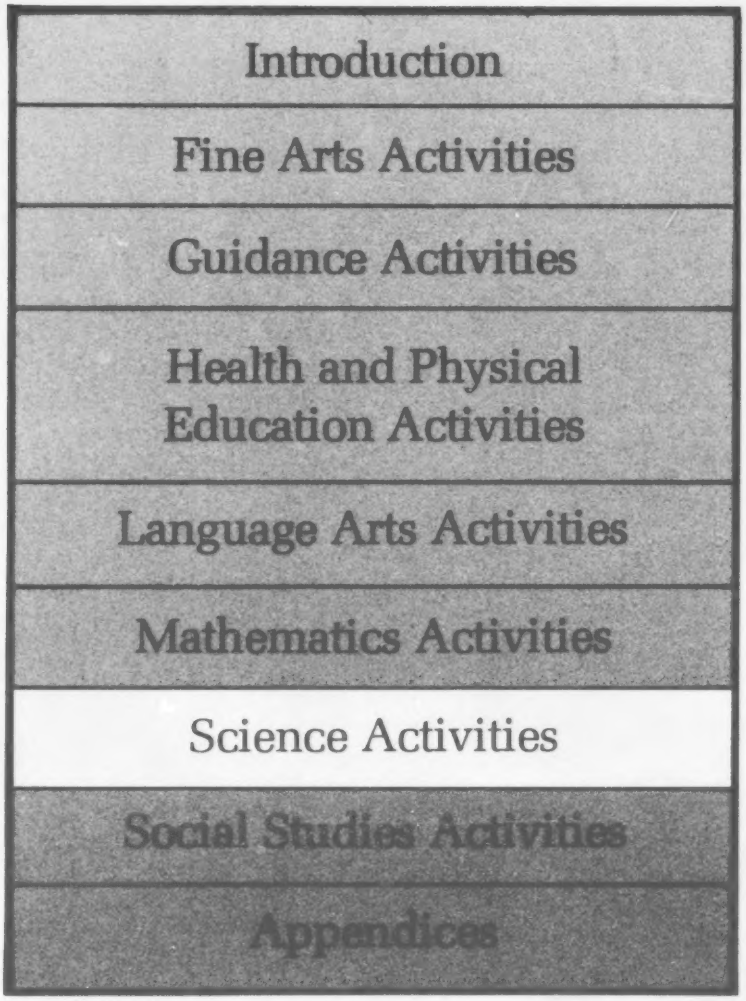
29. Here is a rainy-day game. Divide the class into teams of 2-4 players. Each team is given a "billfold" containing play money worth less than two dollars. The teacher displays classroom games that the teams can purchase for recess.

Nerf ball - 75¢
Bingo - 55¢

The students will need to figure the amount of money they can afford to spend for each recess.

Goal 4.4

30. The class forms teams to play this game. Hold up an object and state a price. Each team then selects the right amount of money. The team using the fewest number of coins and bills receives a point. The team with the most points at the end of the game wins.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SCIENCE ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Spend some time with students focusing on collections. Have a display to show the students' collections of natural objects. (Many children begin some of these collections when they are quite young and hang on to the objects for years.) Frequently such a collection has been used to form or decorate another object, such as sea shells around a picture frame. Let them use this time to become interested in the activities of each other.

Goal 1.1

2. A very common third-grade science unit is animals. Explain that stuffed animals have much appeal and many people have had them - some still do. Have a stuffed animal parade where the students bring for display favorites they have now or had as younger children. If they don't have the actual stuffed animal, they may bring some other soft toy or object they cherished or cherish. As an alternative they can draw pictures of these things.

   Having students share their childhood stuffed animals and comfort objects should help them get better acquainted.

Goal 1.2

3. Distribute copies of the exercise below. Have the students suggest what each pair of characters might be like.

   Then have each student circle a number to show where he or she is now and a square to show where he or she would like to be.

Goal 1.2

WHERE AM I? -- WHERE DO I WANT TO BE?

Woodsy Owl (Outdoors)	1 2 3 4 5	Bookworm (Indoors)
Lazy Louie	1 2 3 4 5	Busy Beth
Lonely Liz	1 2 3 4 5	Groupie Greta
Sloppy Sally	1 2 3 4 5	Neat Ned
Late Lana	1 2 3 4 5	Early Ellen
Marvin Mouth	1 2 3 4 5	Earl Ears

Notes

Self Knowledge

Goal 1.2

Goal 1.3

3. Continued

Sad Sam 1 2 3 4 5 Happy Harry

Loser Linda 1 2 3 4 5 Winner Winky

Selfish Suzie 1 2 3 4 5 Sharing Sid

Gentle George 1 2 3 4 5 Rough Rhonda

4. Explain that when we experience emotions our bodies react too. How many of us have ever had cold, sweaty hands when we were nervous? How many of us have ever felt so frightened that we were stiff?

Use the following form to stimulate thought about when the students have experienced these emotions.

a. Most of the time I feel _____
b. I am happy when _____
c. I am sad when _____
d. I am afraid when _____
e. Sometimes I can tell how you feel by _____
f. Sometimes you can tell how I feel by _____

II. Life Roles, Settings and Events	Notes
5. Invite a fire fighter to the class to demonstrate what fires need: --fuel --heat --oxygen Have this person show how to put out regular, electrical and grease fires. Have him or her show the materials in various fire extinguishers.	Life Roles, Settings and Events Goal 2.1
6. Ask students to define the word "work" on paper. Have the definitions read aloud. Then have students write paragraphs about work they have done.	Goal 2.1
7. Have the students use popsicle sticks and wire to make oil derricks. Have them draw pictures of products from petroleum. Then have a student look up "petroleum" in the encyclopedia and name all the products we get from petroleum. Have the students bring from home (for a display) empty packaging from petroleum products. Ask students to write a short paragraph describing what will happen to jobs during a petroleum shortage.	Goal 2.1
8. Invite someone from the sanitation department to speak to the class about his or her work. Unwrap a bar of soap to point out unnecessary packaging. Ask if trash compactors will solve the problem of overpackaging. Assign to several students the task of finding out if the community has any rules on how trash should be prepared for pick-up.	Goal 2.1
9. Invite a city official to visit the class and explain city regulations on noise control. Open the classroom windows and let pupils identify the different sounds. (They can also record all the sounds they hear in one day.) Have the pupils list the sounds they hear. Have them put a check mark beside those noises which are controllable. Let the students suggest possible means of controlling each of the heard noises. Have students suggest possible ways of living with noise (head phones, sound proofing and so on.)	Goal 2.1
10. Have students interview a movie theater manager to find out how children can help make attendance at picture shows more pleasant for everyone. Have the students illustrate and caption posters communicating these ways.	Goal 2.3

Notes Life Roles, Settings and Events	
Goal 2.4	11. With students' help develop a list of occupations related to animal care and training. The list might include: pet food manufacturing, pet grooming, health, recreation suppliers, pet store workers, animal hospital workers, obedience school workers, Human Society, kennel workers, zoo keepers, zoo and circus animal trainers, game wardens, livestock farmers, horse and dog racing employees (groom, jockey), working animal trainers (sheep dogs, seeing eye dogs, sled dogs, rodeo horses) and taxidermists.
Goal 2.4	12. Collect fiction and non-fiction books about the relationship between man and animals. Have each student draw a poster showing the occupation related to animal care that he or she might like. Display posters and books in the same area of the room.
Goal 2.4	13. Make arrangements for students to visit an apple orchard. Have the students observe work such as: --spraying --pruning --irrigating They can then draw and color pictures depicting this work. They can write poems about apples or other fruit.
Goal 2.4	14. <u>My Fleet of Jobs</u> is a booklet to be started at the beginning of the school year. As each occupation is studied the student may write a paragraph about it on a piece of paper cut in the shape of a ship. Illustrations may be added. Each page can be added to the growing booklet. They can finish the booklet by writing, "My job today is going to school. In ten years I see myself doing..."
Goal 2.4	15. Ask students to bring pictures of their pets or draw pictures. Each student can tell how he or she cares for the pet.
Goal 2.4	16. Have students make booklets of zoo animals. Have the students use encyclopedias to research (and draw and color in) the animals' natural habitats and foods.
Goal 2.4	17. Arrange for a dental student to come speak as a resource person about maintaining dental health. Ask him or her to bring a diagram of the cross-section of a tooth. Have the student draw this diagram and label the parts of a tooth.

18. Here are some independent projects for students after you have finished teaching your food unit.
    a. Prepare a list of occupations related to food and/or good meals.
    b. Select one occupation on which to report to the class.
    c. Make pictures to illustrate the importance of the jobs.

Notes

Life Roles, Settings and Events

Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	19. Have the students prepare sets of illustrations showing different kinds of weather. On each page the students should draw pictures to illustrate - or write to describe - the appropriate kind of of clothing for each kind of weather.
Goal 3.1	20. Have the students write the United States Weather Bureau in Washington, D.C., and request an old weather map. Help them figure it out and, if possible, prepare a key to the symbols. Ask them to figure out how the local weather forecaster uses weather maps. Have the students keep a record of the accuracy of the TV weather forecasts for a specified period of time. For a class packet related to the study of weather have the students write: U.S. Department of Commerce Environmental Science Services Administration Chief Publication Section Rockville, Maryland 20852
Goal 3.2	21. Bring to the class a fast-growing vine plant, such as ivy or sweet potato. Talk with the class about the kind of plant that you have brought. Discuss the fact that the plant will grow throughout the year if properly cared for. Determine a suitable place for the plant in order that it will have enough sunshine, heat and air. Explain the amount of water the plant will need and then together decide on who will water the plant and what the watering schedule will be. Train the vine up an adjacent wall and around the room. The class then maintains a growth chart by measuring the plant twice a month. Discussions should be held from time to time concerning growth and care of the plant. a. What makes the plant grow best? b. What things do we need to watch for? c. What could cause the plant to get sick? d. Would sickness stop the plant from growing? The vine can become a living time line by means of which the children can be made aware of the passage of time in the classroom. Using small cards, mark important classroom events (birthdays, holidays, etc.) along the vine by attaching the cards at the place where the terminal bud is located at the time of the event.

21. Continued

Introduce the concept of prediction. After measuring growth of the vine every two weeks for several months have the class predict a point they feel the plant will have reached two weeks hence. Mark the points the children feel the plant will reach by certain holidays.

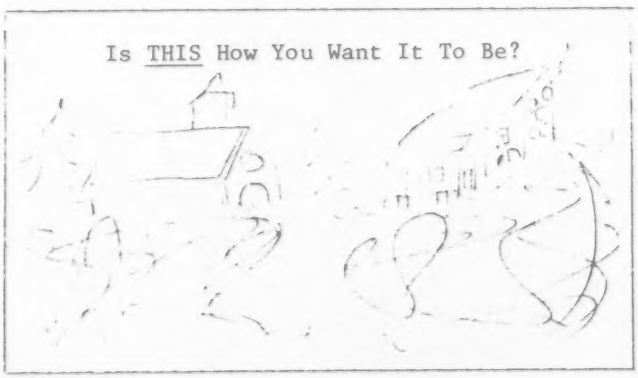
Make special effort to maintain interest in the growth of the vine throughout the year. If awareness is consistent throughout the year, the class will become genuinely concerned as a group in caring for their project. They will also become increasingly conscious of growth as related to passage of time.

Life Planning

Goal 3.2

22. Have the students take water colors or crayons to a beautiful nature area or to the school yard. Have them draw or paint the scene on large pieces of tag board. Then they should collect litter found in the area. In the room, they will paste litter on the pictures, starting at the bottom and going about halfway up - so it appears the site is almost engulfed in litter. They can then caption the posters in a theme of the outcome of litter and pollution. You can display them in various businesses in the community.

Goal 3.2



23. Have students spend some time listing 20 things they really like to do. Have them put an S in front of all those activities related to science. They can ask their peers for information on this. If half a student's choices are related to science, it is safe to assume that science is one interest area.

Goal 3.2

Notes	
Life Planning Goal 3.2	24. Have as a resource person a representative of the Soil Conservation Service come and present reasons <u>why</u> the soil should be cared for and <u>how</u> it can be done. Ask the bus riders to look for examples of soil conservation and examples of wind and water erosion. Perhaps you can all drive to these sites on your next field trip.
Goal 3.3	25. Begin a collection of pictures showing the history of such things as computers, farm machinery, air transportation or medicine - something that has a related business in your community. Contact the business and tell them you want pictures showing the history of some facet of the parent industry. Help students arrange the pictures or objects in a sequential order. Ask them to compare any two of the pictures or objects. Ask them what might have been the problems that precipitated the improvements in the more recent of the two.
Goal 3.3	26. Play Roadblock. Set up a problem and ask for solutions. When a solution is presented, the teacher blocks it and children must think of another. Tell students that this is what you are doing so they will not feel too frustrated. Example: Situation "You are locked out of the house." Solution: "I would call my neighbor." Block: "Your neighbor is on vacation." Solution: "I would break the window." Block: "Your dad put in unbreakable windows last year." This can raise the student's ability to tolerate frustration, and it can help him or her to think of a variety of solutions to a problem instead of just one.
Goal 3.4	27. Invite to the class as resource persons several high school science students. If possible, get each one to explain in simple terms the contents of the various science courses, such as biology, zoology, botany, chemistry and geology. Then have each of your students make a name tag and under it write the name of one of the sciences in which he or she is most interested now. Explain that our interests may change a lot between now and age 15. But by that time they are pretty well established. Tell them that, when the time comes, they should try to sign up for the high school science courses that are most interesting to them.

IV. Academic and Vocational Skills

28. Give the students the opportunity to learn listening skills. Explain the following Listening Rules for this activity:
    a. Look at the speaker.
    b. Concentrate on what the speaker is saying.
    c. Ask questions to help the speaker explain.
    d. Give the speaker encouragement.
    e. Do not disagree with the speaker until it is your turn to speak.

    Divide the class into small groups. Explain that each student will have two minutes to speak on a science/values issue. Choose one of these or use your own:
    a - If you had the power to change into an animal, what animal would you change into and why?
    b - What would you do tomorrow if you woke up and you were _____(name of a famour and familiar scientist)?
    c - If you were an animal in the zoo, what things would you think about?
    d - How would your life change if you did not have a television?

29. Ask students to name some work and leisure activities which are affected by the climate in our area. Have the students use maps or globes to find a country which has a climate similar to that of Missouri. Then have them use encyclopedias and library books to discover what people do in that country to make a living and for leisure time. Then have each student prepare a travel poster to show the name of the country, one work activity, and one leisure activity.

30. Have the students use encyclopedias and library books to learn how pioneers preserved their food. Have them prepare sketches showing what they learned. Then have them transfer their sketches to a mural.

31. This activity is designed to give students practice organizing a project. Divide the class into small groups. Have each group work up a television commercial for one of the following themes:

    a. Never touch a switch with wet hands.
    b. Never overload electrical connections with plugs.
    c. Never put cords under carpets.
    d. Never put a penny in a fuse box.
    e. Never pull the chain of a light bulb when standing on a wet floor.
    f. Never poke around the TV or radio while it is on.

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.2

Goal 4.2

Goal 4.4

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SOCIAL STUDIES ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. Have the students each write a paragraph entitled "A Perfect Friend." Have the students read them aloud. List on a large sheet of chart paper those characteristics students name or describe about friends. Take several class sessions to complete this. Then point out how many similarities there were in the students' paragraphs.	Goal 1.1
2. Having good manners is an asset when it comes to developing friendships. Have the students make a bulletin board or collage showing people using good manners.	Goal 1.1
3. This activity is called Flower Power. Each student makes a flower stem, center and leaves and arranges it on a bulletin board. The teacher distributes copies of a sheet containing eight petals. On each petal is written a behavior that is needed to help us work effectively with others: 1. Help someone with a subject. 2. Pick up paper, pencils and so on from the floor. 3. Compliment a good art piece. 4. Make a promise and keep it. 5. Do not say something to hurt someone's feelings. 6. Do as the teacher asks. 7. Accept everyone's suggestions in discussions. 8. Do not push or shove. As each student exhibits one of the above behaviors, he or she may cut out the corresponding petal and put it on his or her "flower." If the student follows through with the behavior for the rest of the week, he or she may leave the petal up. If not, the petal comes down. When the flower is complete, the student will receive a certificate saying he or she has "Flower Power."	Goal 1.1
4. Have the students each write a paragraph, "What I Like About Me." Then have them sit in small groups to read their paragraphs aloud to one another. Then have them write paragraphs, "What I Don't Like About Me and How I Can Change This." Have them place these writings in their cumulative self-awareness folders called Personal Portfolios.	Goal 1.2
5. Have each student list the emotions he or she has experienced thus far today. Post these on a chart.	Goal 1.3

Notes

Self Knowledge

Goal 1.3

6. Distribute copies of a sheet you have prepared thus:

EMOTIONS				
Happiness	Sadness	Anger	Fear	Surprise
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.

Have each student list things which might cause him or her to experience each emotion.

II. Life Roles, Settings and Events

7. For this activity students will need access to good maps of Missouri. Pull-down wall maps or maps from the State Highway Department will do. They need to be able to see geographical features of the state.

   Ask them to name a town in Missouri where they might live and find work as a:
   --forest ranger
   --hockey player
   --professional dancer
   --resort owner
   --hunting guide
   --physical therapist
   --sailor
   --brain surgeon
   --professional golfer
   --milk inspector

8. Ask students to draw pictures of all the adults in the world of work who help them each day. Explain that work results in two things: goods and services. Explain that the work which helps us by doing things for us deals with Services. Explain that the work which helps us by making things for us deals with Goods. So they are to draw pictures of those workers who deal mainly in Services.

9. Have students divide into small groups to brainstorm lists of occupations. Allow five minutes. Have the lists read aloud. Then have the groups trade lists. Before each occupation they will place a G if it produces goods or an S if it produces services. Have students keep a record of services consumed by their families during a week.

10. Have the students divide into small groups. Assign to each group one of the city departments to research. They can use the telephone to interview a worker from that office. The most important question is, "What does your department do for the people of our town?" You may also have them visit the municipal building.

    Then have each group prepare a "television commercial" advertising the work of its city department. (They might present a picture of life in your city without the work of that department.) The closing line of each commercial can be: "So let the Hosterville _____ Department help you _____ _____ _____."

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.1

Goal 2.1

Goal 2.1

Notes Life Roles, Settings and Events	
Goal 2.1	11. Have students trace around the hands of their parents or guardians. Have them write sentences about work (paid or volunteer) that these hands do. Place these on a bulletin board captioned, Working Hands in Our Community.
Goal 2.2	12. Divide the class into pairs. To each pair give a Highway Department map of the state. Give to each pair a piece of cardboard or railroad board the same size as the map. They are to draw the map onto the cardboard, putting in bodies of water and main roads. They will then use oatmeal to make a relief map of the state. After drying for a week the maps of the state will be painted. Then have each student list each task he or she did for the relief map project. Have them title their lists My Contributions. Display these with the completed maps. Point out that each person did much. If that were not true the maps would never have gotten done or else one person would have done most of the work.
Goal 2.3	13. Have the students name six or eight places in the surrounding community to spend leisure time. Then divide the class into small groups and assign a place to each group. Have them prepare a presentation to the class on the following: a. Admission cost or membership fee b. Rules c. Description of the facility d. Supervision or provision for children Gathering the information will probably entail telephoning. Distribute copies of the above list with lines on which the interviewers can write responses.
Goal 2.3	14. Ask the students to help you list on the board their favorite sources of entertainment. Then go through the list and have them help you decide if the entertainment costs any money or if it is free. If there is cost involved put a $ by each one.
Goal 2.3	15. Have the students list 20 things they like to do in their free time. Allow about half an hour for this. Then have them put stars by their five favorite activities. Have them divide into small groups to share these with one another.
Goal 2.3	16. Invite to the class two resource persons: one who does carpentry as an occupation and another who does carpentry as a leisure time activity.

16. Continued

Ask each to describe projects on which he or she has worked, tools, training and earnings for his or her carpentry. Ask each one also to describe how he or she decides what to build. Have them both describe elementary school skills they learned which they still use in their carpentry. Ask them to tell how and when they became interested in carpentry.

17. You may want to use this activity to introduce the awareness that all the hundreds of occupations are organized into different systems to make working with them easier. One system is the cluster system. Distribute to students copies of the following worksheet:

Ask them to think of all the adult workers in this school. They should write one of these occupations in each box. Then have them think of all the other occupations that help children: doctor, nurse, baby sitter, recreation director, piano teacher and so on.

18. Prepare and post an Occupation Finder. On a piece of shelf paper draw 15 circles. In each circle in capital letters write one of the following:
    1. Fine Arts and Humanities Occupations
    2. Marine Science Occupations
    3. Health Occupations
    4. Construction Occupations
    5. Transportation Occupations
    6. Hospitality and Recreation Occupations
    7. Consumer and Homemaking Occupations
    8. Business and Office Occupations
    9. Communications and Media Occupations
    10. AgriBusiness and Natural Resource Occupations
    11. Manufacturing Occupations
    12. Marketing and Distribution Occupations
    13. Environmental Occupations

Notes

Life Roles, Settings and Events

Goal 2.3

Goal 2.4

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

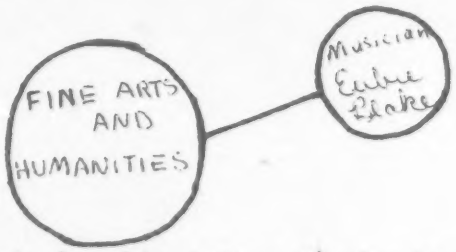
18. Continued

14. Public Service Occupations
15. Personal Service Occupations

Your occupation finder will now look something like this:

Leave this posted all year. After each occupation resource person has finished, ask him or her to find the circle in which his or her occupation fits.

He or she should then:
1. draw a small circle near the large one.
2. connect the two circles with a line.
3. write his or her occupational title in the small circle.
4. autograph the small circle.



Famous people from biographies can also be placed on the Occupation Finder.

Please be very careful to differentiate between "career" and "occupation." Each of us has only one career - a life career. During this life career we are involved in one or more occupations.

Goal 2.4

19. Invite an older student who is a newspaper carrier to speak about the prerequisites of that occupation.
a. physical health
b. friendliness
c. trustworthiness
d. responsibility
e. honesty
f. punctuality
g. speaking ability

19. Continued

h. keep records (accuracy)

Ask him or her to explain why each of these is important.

20.

S	I	N	S	T	R	U	C	T	I	O	N	A	L
E	P	C	O	N	S	U	L	T	A	N	T	r	I
C	R	A	O	R	M	T	E	A	C	H	E	R	B
R	I	F	E	U	L	I	B	R	A	R	Y	I	R
E	N	E	C	I	U	N	U	R	S	E	C	N	A
T	P	T	E	A	N	S	E	A	C	H	H	C	R
A	T	E	A	C	T	E	F	C	H	E	E	I	I
R	P	R	L	T	E	A	C	L	E	R	R	P	A
Y	A	I	I	A	N	P	R	I	O	C	I	A	N
C	L	A	S	S	R	O	O	M	A	R	I	L	B

Find these in the work puzzle!

1. Principal
2. Secretary
3. Instructional Consultant
4. Teacher
5. Librarian
6. Nurse
7. Cafeteria
8. Counselor
9. Classroom
10. Library

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

21. Read each riddle and choose the correct answer. Then draw a picture to match the riddle.

I come to your home.
I fix your pipes.
I carry tools.
I am a _____.

dog plumber painter.

I help keep you safe.
I ride in a red truck.
I carry a hose.
I am a _____.

farmer fire fighter teacher

I take your picture.
I make you smile.
I am a _____.

photographer miner cowboy

I fly a plane.
I wear a uniform.
I go from city to city.
I am a _____.

truck driver pilot banker

I check your teeth.
You sit in a chair,
when you see me.
I am a _____.

doctor dentist clown

I live out West.
I wear boots.
I ride a horse.
I am a _____.

mail carrier farmer cowboy

You find me in a circus.
I dress funny.
I do many tricks.
I am a _____.

clown builder judge

21. Continued

I live in the country.
I grow many crops.
I have a tractor.
I am a _____.

nurse farmer plumber

I cut hair for men and boys.
They come to my shop.
I am a _____.

barber banker builder

I work in a kitchen.
I help fix the food.
I wear a white hat.
I am a _____.

clown cook judge

Notes

Life Roles, Settings and Events

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

22. Have the students bring Matchbox trucks. Have each contributor explain:
--the name of the truck
--what it might haul
--the advantages of truck driving
--the disadvantages of truck driving
--any "C.B." jargon they know

23. Invite a toy train buff to bring models of different cars and explain what is hauled on each.
--box car
--tri-level car
--flat car
--hopper car
--caboose
--tank car
--piggy-back car
--stock car
--refrigerator car

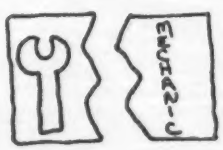
Then have students work in small groups to research and present the work and lifestyles of:

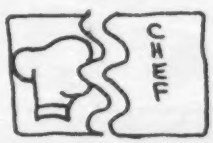
Train crew:
--engineer
--conductor
--brakeman
--flagman
--fireman

Yard crew:
--yard master
--switchman
--yard engineer
--yard brakeman

Goal 2.4

24. Cut rectangular pieces of paper 3" X 4" or any size fitted to your situation. Divide each of the papers in half by cutting in various patterns. Cut each piece into a different pattern so that only those two halves could fit together. On one of the halves draw a hat or piece of equipment of a worker. On the other half of the piece, put the name of the worker.





You may want to prepare these in sets related to your units of study.

25. Have students devise a set of "laws" that would be effective around school.
Have students devise a set of "laws" that would be effective in their classroom.
Have students select clippings from the newspaper dealing with crimes.
Discuss possible punishments, the role of the judge, the lawyers and the defendant.
When students have discussed a case let them role play the case to decide if their punishment was fair or unfair.
Discuss the judge's role in selecting a jury.
Discuss how a judge sets cases on his or her docket.
Discuss the job of a court reporter, how and why a judge uses and needs him or her.

Notes

Life Roles, Settings and Events

Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	26. When you are studying the fifty states, ask students to pretend they must choose a state to which to move. Have each student write to the Chambers of Commerce of two of the states requesting brochures and so on. Then set up a file folder for each state. Students must read the materials in their spare time to gather information before making the decision. At the end of the unit, each can reveal the name of the state selected and explain his or her decision.
Goal 3.1	27. Have students collect newspaper clippings of good things done by people. They can put these on a bulletin board.
Goal 3.1	28. Each student signs up for one of three holiday party committees: Halloween, Winter Fun or Valentine. Each committee will be divided into groups to plan food, games and decorations. As each decision is recorded on a master chart, the committee members can point out how their likes and dislikes affected the decision.
Goal 3.3	29. Find a pioneer museum in your area. Take students there. Let them draw pictures of objects seen there on the left side of a paper. Above it they write the caption Old. On the right side of the paper they write the caption New and draw a modern version of the object on the left.
Goal 3.3	30. Have students design and execute a mural showing how transportation has changed. Ask questions such as: --How is using a car different from using a horse? --How did jobs change when people began driving cars?
Goal 3.4	31. Discuss the many different kinds of working days: a. working during the day (banker) b. working during the night (police officer) c. working for three straight days and nights (fire fighter) d. working a certain shift (factory worker or nurse) e. working several (seven) months during a year (football player) f. working for a few hours during the evening (baseball player) g. beginning work in one city and finishing work in another city (pilot) Invite the suggested workers to come and describe their schedules, working days, family life and leisure time activities.

IV. Academic and Vocational Skills	Notes
32. When you study the states, let the students practice punctuating between city and state. Have them use encyclopedias to find the capitol cities of five states.	Academic and Vocational Skills Goal 4.1
33. Have students make large maps of the community. They can then turn the maps into models by adding Matchbox cars and trucks. They can make buildings out of blocks.	Goal 4.2
34. Invite a bus driver to describe his or her lifestyle. Be sure he or she tells all the prerequisites for the job, such as licenses, health certificates and eye examinations.	Goal 4.3
35. Help students learn the skill of interviewing, which is <u>essential</u> for gathering information about occupations. Divide class into small groups. Each group chooses one working man or woman they would like to interview. The interview may be done by inviting the resource person to the room where a panel will conduct a question-and-answer period, or by mailing the interview to the resource person and reporting back to the class. Suggested questions: a. What do you do? b. What personal qualities are required for your work? c. What kind of training is necessary? d. Why do you think your job is important? e. What personal satisfaction do you get from your job? f. What other jobs are you dependent on in order to do yours?	Goal 4.3
36. Perhaps a civic group in your community offers courses in babysitting for young people. Invite someone from such a group to explain the course work.	Goal 4.3
37. Take the students on a walking tour of the school building to make a list of the equipment and machinery used. Ask of each worker who uses the machine: --How do you use this? --Who helped you learn how? --If it breaks down how can you get help fixing it? --If you don't understand something about the machine whom can you ask?	Goal 4.4

Notes	
Academic and Vocational Skills Goal 4.4	38. Have the students keep a one-week diary of new things they have tried in that week. Have them include: --feelings when succeeding --feelings when failing --if they tried again --if they asked for help --whom they asked
Goal 4.4	39. Have students select one of the following statements about good workers and make it into a poster: 1. A good worker is on time. 2. A good worker is honest. 3. A good worker is pleasant and willing. 4. A good worker follows directions. 5. A good worker does the work and does not "goof" off. 6. A good worker tries to give the boss a better job than he or she expected.

Introduction
Fine Arts Activities
Guidance Activities
Health and Physical Education Activities
Language Arts Activities
Mathematics Activities
Science Activities
Social Studies Activities
Appendices

APPENDIX A

TEACHING POINTS FOR LEARNING AREA OF SELF KNOWLEDGE

(ELEMENTARY)

Mo.	C.E.D.S. Goal	Teaching Points
1.1	Friendship	--getting along with peers in play --understanding others' feelings --making friends easily --making friends with adults
1.2	Personal characteristics affect interpersonal relationships	--knowing what others like about me --knowing that I am an important member of my class --knowing why some people don't like me --knowing what gets me into trouble
1.3	Open communication	--talking to others about things that bother me --talking to my teacher as a friend --explaining my ideas to others --letting others know when I feel left out
1.4	Functioning in a variety of situations	--losing without becoming discouraged --reading or talking before a group without being afraid --not worrying --knowing what to do when teased

APPENDIX B

TEACHING POINTS FOR LEARNING AREA OF LIFE ROLES, SETTINGS AND EVENTS

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
2.1 Importance of occupations	--understanding how job choices determine how people live --understanding the importance of all workers to our community --knowing the major industries, products and services in my community --knowing what things create or take away jobs
2.2 The interrelationship of roles	--knowing the kind of work parents and teachers expect of me --understanding how I am a part of my community --contributing to group work --completing family duties assigned me
2.3 Leisure time	--knowing the many kinds of hobbies and sports kids can learn --having hobbies I will enjoy throughout life --getting physical exertise through bicycling, swimming or other activities --belonging to clubs or after-school group activities
2.4 Characteristics of various occupations	--knowing what people in my neighborhood do at their jobs --understanding why people choose different jobs --knowing advantages and disadvantages of various jobs --knowing kinds of work different jobs require

APPENDIX C

TEACHING POINTS FOR LEARNING AREA OF LIFE PLANNING

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
3.1 Decision making	--getting other kids' ideas in planning --knowing steps in decision making --helping make family decisions --participating in classroom decisions
3.2 Planning	--making plans for my future --practicing in order to achieve --knowing how to study for tests --planning my work so it is done on time
3.3 Flexibility in planning	--knowing when changes in my plans are needed --thinking about different solutions before solving a problem --adjusting to new schools and neighborhoods --studying all suggestions when helping plan a class party or project
3.4 Assuming responsibility for own planning	--planning my "free" time at school --planning for parties or friends visits --planning my weekends --planning for junior high school

APPENDIX D

TEACHING POINTS FOR LEARNING AREA OF ACADEMIC AND VOCATIONAL SKILLS

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
4.1 Functioning to capacity in basic skill areas	--knowing the basic mathematics facts well --knowing how to read for main ideas --practicing and listening --using punctuation and grammar in writing
4.2 Applying what is learned in school	--using reading skills to enjoy books, magazines and newspapers --using the basic mathematics facts when shopping --writing friendly and business letters --finding information from maps, the dictionary and encyclopedias
4.3 Educational prerequisites of occupations	--knowing what job training is taught in high school --knowing what subjects are taught in junior high school --knowing kinds of jobs which require on-the-job training --knowing how the amount of education needed for various jobs varies
4.4 Pre-employment skills	--practicing good grooming and health habits --getting along in classroom work groups --accepting helpful suggestions --knowing how to help organize classroom project